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# Delivery Guide

## CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

**Award from January 2013**
**Certificate from March 2013**

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

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# Welcome to your BTEC First delivery guide

This delivery guide is a companion to your BTEC First specifications. It contains a wealth of ideas for practical activities, realistic scenarios and independent learning, helping to bring the content of the units to life. The aim of this guide is to show how the content of the specifications might work in practice and to inspire you to start thinking about different ways to deliver your course. The guidance has been put together by teachers who understand the challenges of finding new and engaging ways to deliver a BTEC programme, which means you can be sure the guidance is relevant and achievable.

Unit-by-unit guidance is given and includes suggestions on how to approach the learning aims and unit content, as well as providing ideas for interesting and varied activities. You will also find a list of carefully selected resources for each unit, including suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

Guidance about the new features of the BTEC Firsts is also included, providing an explanation of how these work and what you will need to consider as you plan the course. You will also find comprehensive coverage of assessment, including useful advice about external assessment, as well as extensive guidance about how to plan, design and deliver your assignments. Information about the Quality Assurance process will help you understand the different roles and responsibilities of individuals within your centre, and how you can work closely with Pearson to enable the successful running of your programme.

This delivery guide is intended to be read in conjunction with the qualification specifications.

- The specifications tell you what must be taught and give guidance about how they should be assessed.
- This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the suggested assignment outlines in the specifications but they are not compulsory; they are designed to get you started and to spark your imagination.

**Remember that all assignments must go through internal verification before being delivered to learners.**

**When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the qualification structure(s) in the specification are adhered to.**

# Contents

# 1 BTEC First Qualifications

BTEC Firsts are vocationally related qualifications designed to develop learners' knowledge and understanding through the application of learning and skills in a work-related context. BTEC Firsts are designed to allow learners to progress to other level 2 qualifications or apprenticeships, to junior roles in the industry they are learning about or level 3 qualifications.

Around 100 BTEC First qualifications are available for level 2 learners, each linked to an industry sector. Learners may take BTEC Firsts alongside core GCSE subjects such as English, maths and science giving them the balanced curriculum recommended by the majority of schools.

There are four sizes of qualification available in the BTEC Level 2 Next Generation suite:

| Qualification | Size – Guided Learning Hours | Equivalent in size to | Age group | Delivered predominantly in |
|---|---|---|---|---|
| Award | 120 | 1 GCSEs | 14-19 | School |
| Certificate | 240 | 2 GCSEs | 14-19 | School |
| Extended Certificate | 360 | 3 GCSEs | 14-19 | School/FE College |
| Diploma | 480 | 4 GCSEs | 14-19 | FE College |

# 2 Introducing the new BTEC Firsts in Children's Play, Learning and Development

The Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development provide an engaging, robust and broad introduction to the early years sector for those learners interested in the sector. They present knowledge, skills and understanding in a meaningful, work-related context, allowing learners to understand both the theories and their application.

The qualifications are intended for level 2 learners, with level 1 achievement possible (where appropriate) for some learners.

## Developing the qualification in response to change

The new suite of BTEC Firsts is now available on the National Qualifications Framework (NQF). The NQF fully supports both academic and vocationally related progression pathways.

The BTEC Firsts have been designed to reflect recommendations as set out in independent reviews, consultations and government guidance on vocational education. As part of the development of all of the new BTEC Firsts, we have also taken into account many consultations with schools, further education, higher education institutions and employers.

### The Wolf Review

Professor Alison Wolf's *Review of Vocational Education* was published in March 2011. The Government has since accepted her proposals in full and the Department for Education (DfE) has produced a list of seven characteristics that all high-value vocational qualifications for pre-16 learners should demonstrate. Specifically, they should:

1. be at least as big as a GCSE in terms of guided learning hours (GLH), i.e. 120 GLH

2. contain an element of external assessment, e.g. an externally set and marked test taken under specific conditions

3. contain some synoptic assessment so that learners appreciate the breadth of their course and the links between its different elements, rather than just taking units in isolation from each other

4. be graded, e.g. Pass, Merit, Distinction and Distinction*

5. contain content appropriate for learners aged 14+

6. enable progression to further study in the same subject at the next level, and also support progression to broader study at the next level

7. have a proven track record, measured by an uptake of at least 100 learners in five centres.

## Progression opportunities

The Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development provide a good foundation for learners to progress to further education.

Achievement at level 2 provides a suitable foundation for further study within the sector, supporting progression to other vocational qualifications at level 3, such as the BTEC Level 3 Nationals in Children's Play, Learning and Development, or to a

related sector such as Health and Social Care. Successful learners at level 2 may also consider general qualifications at level 3, such as the GCE in Health and Social Care, or GCE in Psychology.

Learners who achieve the qualification at level 1 may progress to the level 2 equivalent or to a competency-based qualification. Alternatively, learners may consider progression to general qualifications such as the GCSE in Health and Social Care, or GCSE in Psychology.

# 3 Key features of the BTEC Firsts explained

We are always working to ensure our qualifications are relevant, and that they support opportunities and progression for young people. We have updated the current BTECs to meet the needs of today's learners, teachers, educators, employers and universities, and also to reflect the policy decisions being introduced following *The Wolf Report* (March 2011) on vocational education. Our new BTECs contain a number of new features and it is important that you understand these and how they relate to your delivery of the course.

## Core units

Each subject in the new suite of BTEC First qualifications contains core units totalling 60 guided learning hours (GLH). These units have been developed in consultation with employers and educators in order to cover the essential knowledge that is the foundation of the sector, and the knowledge that underpins learning of the optional units.

Both core units in the BTEC Firsts in Children's Play, Learning and Development focus on essential knowledge and understanding of children's development. In the BTEC Firsts in Children's Play, Learning and Development the core units are:

- *Unit 1: Patterns of Child Development*
- *Unit 2: Promoting Children's Development Through Play*

Unit 1 is externally assessed using a paper-based exam. The external assessment provides independent confirmation that the standards are being met but, as it represents a maximum of 25 per cent of the overall assessment, does not distort the general BTEC approach, which continues to focus on predominantly portfolio-based applied learning.

The core units are an important part of the qualification and learners must gain enough marks to pass the core overall. However, it is possible to gain an unclassified grade in the externally assessed unit and still pass the core if the learner achieves a high enough mark in the internal assessment.

## Employability skills within BTEC

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of each qualification. When developing our qualifications, we work closely with employers to understand the skills they are looking for in new entrants to their industries. The vast majority of employers not only require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for what are termed **employability skills**. These are the skills that underpin the different tasks and duties that a person can be expected to undertake in their role, and are applicable across sectors.

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.

The CBI definition of employability skills is based on a positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve) that underpins the following seven characteristics.

1. **Self-management**: readiness to accept responsibility, flexibility, time management, readiness to improve own performance.

2. **Teamworking**: respecting others, co-operating, negotiating/persuading, contributing to discussions.

3. **Business and customer awareness**: basic understanding of the key drivers for business success and the need to provide customer satisfaction.

4. **Problem solving**: analysing facts and circumstances, and applying creative thinking (including aesthetic appeal) to develop appropriate solutions.

5. **Communication and literacy**: application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning).

6. **Application of numeracy**: manipulation of numbers, and general mathematical awareness and its application in practical contexts.

7. **Application of information technology**: basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

In a recent CBI/Pearson education and skills survey, *Learning to Grow: What employers need from education and skills 2012*, it was noted that employers (71 per cent) believe schools and colleges should prioritise developing employability skills. They also want to see more being done to develop literacy (50 per cent), numeracy (45 per cent) and technology skills (30 per cent).

## How employability skills are promoted and developed in BTEC courses

All internally assessed BTEC units are based on set assignments that require learners to produce evidence of learning applied to a work-related scenario. Within the scenario, learners will typically be put into a junior role in the sector, asked to do some research or investigation, and then asked to provide evidence in the form of a presentation, information leaflet, basic technical product or basic technical system, depending on the assignment. Suggestions for high-quality assignments are provided in the specifications and in the authorised assignment briefs. For example, in *Unit 2: Promoting Children's Development Through Play* the following scenario is given as part of the assignment to produce information for parents attending the setting about why play is structured in different ways in an early years setting.

> *Some parents of children in the setting have been questioning staff about why children spend time playing without adult direction.*
>
> *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 information for parents for the open evening.*
>
> *You need to:*
>
> ● *use examples to describe how early years settings structure play in different ways to promote children's development*
>
> ● *discuss the extent to which structuring play in an early years setting may benefit children's development*
>
> ● *assess how structuring play in an early years setting may affect a child's development.*

The assessment evidence for this unit requires learners to produce handouts, posters, articles and presentation slides.

**Problem-solving** is developed through the research and/or practical part of the assignment, where the learners should create their own solution to the problem being outlined in the assignment. All assignments require **self-management** in that it is the responsibility of the learners to plan their work (within a framework provided by the teacher) and to ensure they report their progress back to the teacher as required, raising any issues/problems and submitting evidence to the set deadline.

BTECs are vocational qualifications. This means that learners are preparing to work in a particular sector and so must have good **business and customer awareness**: an understanding of how the sector works, what makes it 'tick' and the business and/or customer drivers for the sector. This will vary, depending on the sector. For example, in Business or I&CT the 'customer' is the person or organisation that buys or uses the products or services, so in order to make good products the learner has to understand customer needs, primarily by doing research or surveys. In a sector like Health and Social Care, the customer is the client or a parent; again, the learner will need to learn by doing practical work and undertaking assignments that help develop their understanding and respect of clients' needs and wishes.

## Knowledge and skills signposting for English and mathematics

Mastery of the essential skills of **communication and literacy** and **application of numeracy** are at the heart of a young person's ability to progress, as identified in *The Wolf Report*. These skills are woven throughout BTECs and tackled in two specific ways:

1. **Embedded maths and English throughout the units**, **mapped to GCSE and functional skills**. Opportunities to practise these essential skills in naturally occurring and meaningful contexts are provided throughout the units, where appropriate to the sector. In the specifications, *Annexe B* and *Annexe C* show 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.

2. **Sector-specific mathematics and English units**, **where appropriate**. For some sectors, there are units specifically devoted to developing mathematical and communication skills in context, for example 'Maths for IT'.

Throughout the course, learners are encouraged to **apply information and creative technology** by producing their assignment work to the highest standard with forward-looking use of IT at the heart of their work, whether it be using the internet to do research, producing word-processed documents as evidence, or using sophisticated packages to record results aurally or visually. The assessment guidance for each unit provides suggestions for how evidence can be presented, and use of electronic portfolios is highly recommended.

In addition, the new external assessments have looked at innovative use of IT, for example through the introduction of onscreen testing.

## Personal, learning and thinking skills

In addition to those qualities outlined by the CBI/Pearson, the qualifications were also developed with **personal, learning and thinking skills (PLTS)** in mind. The PLTS closely map to the CBI definition of employability skills in that they develop:

- independent enquirers
- creative thinkers
- reflective learners
- team workers

- self-managers
- effective participants.

A mapping grid showing coverage of these skills in each unit appears in *Annexe A* of the specification.

## Contextualised English and mathematics

The new BTEC First qualifications provide opportunities for learners to develop and apply their knowledge, understanding and skills within vocational contexts. This provides opportunities for them to develop their essential skills in English and mathematics related to GCSE study.

You are encouraged to deliver these BTEC First qualifications in vocational contexts as these will allow learners to develop and apply their skills in English, mathematics and use ICT. Within units we have identified opportunities for linking assessment to GCSE study in English and mathematics. These GCSEs are relevant to all learners at ages 14-16 and many learners post-16 who will be continuing to work towards attaining a GCSE at grade C or above in one or both of these subjects. We have also provided a more general mapping of how learning aims in units can be related to Functional Skills for relevant post-16 learners in the Diploma specification.

It is recognised that good literacy and numeracy skills are highly valued by employers and by wider society, and that achievement of English and mathematics at GCSE level is key to progression through the education system and into employment. The current Government has refocused attention on this need with a number of education policy announcements, and development of English and mathematics was a key recommendation in *The Wolf Report*.

Research has shown that for many learners the most effective way of developing their mathematical skills and of improving their functional skills in English is to learn them within the context of a specific area of vocational interest. Therefore, in the new suite of BTEC Firsts we have provided opportunities for contextualised maths and English so that learners can practise these essential skills in a meaningful way within naturally occurring contexts.

GCSEs in mathematics and English are the current benchmark of achievement, so we have signposted the assessment criteria of the BTEC Firsts to content from these GCSE qualifications, specifically to the more functional parts of their content. This signposting, which is indicated by a *\** sign for maths and a *#* sign for English, shows where learners should be able to practise and develop their skills. These instances occur naturally within the BTEC Firsts, for example when communicating or compiling reports, but can be emphasised and drawn out during teaching and learning. More detail on how this can be done is given on a unit-by-unit basis in the qualification specification.

Where signposting does occur in the unit specification, it indicates that English and mathematics knowledge and skills are a constituent part of the assessment requirements of the units. This does not mean that the BTEC assessment criteria cover the whole of the GCSE or Key Stage 4 requirements, but that learners can practise specific areas of English and mathematics. You may want to highlight this opportunity to learners during delivery.

*Annexe B* and *Annexe C* in the specification show the exact relationship between the BTEC assessment criteria and the GCSE subject content. The mathematics content listed is a consolidation of the full requirements in GCSE Mathematics. Note that GCSE English and GCSE Mathematics already cover functional skills.

The following example demonstrates how learners will be able to develop their English skills within the context of a specific vocational area.

*Unit 3: The Principles of Early Years Practice* – 2A.P1, 2A.P2, 2A.M1, 2A.D1 – when learners are producing a report about why early years settings place great importance on inclusive practice, they will analyse spoken and written language, explore impact and how it is achieved; express ideas and information clearly, precisely, accurately and appropriately; form independent views and challenge what is heard or read on the grounds of reason, evidence and arguments; and understand and use the conventions of written language including grammar, spelling and punctuation (English 1, 2, 3, 4).

## Delivery tips: examples of good practice

There are a number of different ways that centres can effectively manage the delivery of units to strengthen the provision of English and mathematics. Here are two examples.

**Collaboration between the vocational teacher and mathematics/English teachers**

- In this example, the actual mathematics and English concepts are taught by subject teachers, but they use contextualised examples from the vocational sector to make the learning meaningful. The learners are in timetabled slots where they attend mathematics and English lessons.

- This approach works well in larger centres where there are many learners taking the same vocational route. It works less well when there is a range of vocational sectors in the same mathematics/English class, although it can still be effective if the respective teachers work closely together to plan the learning programme.

**Mathematics and English are taught in specific lessons by the vocational teacher**

- In this example, the learners have timetabled slots as part of their vocational contact time, in which their vocational teachers focus on presenting and practising mathematics and English concepts. This model is particularly motivating for learners because they see the direct link between skills and application, but it relies on the vocational teachers being comfortable with teaching mathematics and English concepts and theories.

Whichever model is chosen, we recommend that timetables include specific slots to focus on the teaching of mathematics and English in the context of the vocational course.

## Supporting learners who are unable to achieve their level 2 qualification

The new suite of BTEC Firsts is for learners aiming to achieve a level 2 qualification. Most will achieve this, but some will not. These learners may have struggled to provide sufficient evidence in their assignments or they may have failed their external assessment.

The new BTEC First qualifications give you the opportunity to assess your learners at level 1 if they are not able to reach level 2 standards, recognising their learning and achievements.

All the assessments you create must be written against the level 2 criteria and be reliable and fit for purpose. You should not create a separate level 1 assignment. If a learner does not provide sufficient evidence to meet the level 2 criteria, only then

should you assess their work against the level 1 criteria. The grade given will be Unclassified if the learner does not meet the level 1 criteria.

You should expect that learners will be able to achieve a level 2 pass or above in at least some of their units. Units where learners have achieved a level 2 pass will be shown in their certification even if the qualification overall is achieved at Level 1.

If a learner is identified as having difficulty achieving at level 2 then you may want to consider switching the learner to a smaller size of qualification, such as an Award or Certificate, so that they can focus on achieving in a smaller range of units.

### An example of a learner being assessed against a level 1 criterion

Below is an example of an assessment grid, taken from *Unit 3: The Principles of Early Years Practice*. Each assessment grid includes level 1 assessment criteria.

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **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. |

In the scenario below learners are given the following assignment:

> **Assignment title**: How Early Years Settings Implement Inclusive Practice
>
> **Scenario**: The manager of an early years setting has asked you to contribute to a handbook for learners 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 learners.
>
> **Assessment evidence**: Written or IT produced account

To achieve a level 2 Pass, the evidence produced must show that the learner is able to collect and record information from selected early years settings using examples that show how the different needs of children are met. The evidence for this will be presented as a chapter in a handbook, either written or IT-produced.

In the scenario below, the learner has been given the same assignment as everyone else in the group; however, they are clearly not working at a level 2 standard:

> Jo cannot decide what kind of setting she would like to investigate. Her teacher has spent a lot of time helping her to decide what kind of setting and what age group she might be interested in. [This indicates that Jo is not working independently; she needs a lot of support.] After a lot of discussion, Jo agrees that she may want to visit her local nursery. Her teacher has suggested that she looks at some specific websites and at the childcare and nursery journals available in the library to begin her investigations. [The teacher has had to give Jo source URLs and point out the relevant resource sections in the library.] After a long time, Jo does find some general information about how inclusive practice is implemented in the early years sector but she struggled. The teacher recognises that Jo will not be able to describe how selected early years settings implement inclusive practice. [Jo has provided sufficient evidence for 1B.3 but not for 2B.P3.]

Learners who achieve at level 1 can consider the following progression routes.

- Use the skills, knowledge and experience they have gained to retake their level 2 qualification.
- Choose to study a different subject at level 2.
- Work towards an apprenticeship at level 2.

## Learners moving onto a larger qualification: Recruitment with integrity

After completing a next generation BTEC a learner may wish to continue their studies on a BTEC First in order to top up to a larger qualification, for example from an Award to a Diploma. This could be at the same centre or at a new one.

It is often appropriate to recruit learners onto further study at level 2 following a BTEC First certification. In these cases you should ascertain that the learner is demonstrating that they are still engaged and challenged at level 2, rather than demonstrating that they are capable of progressing to study at level 3. This can usually be judged from a learner's BTEC, GCSE and other grades and the quality of their application. It is also important that further qualification at level 2 will benefit the learner by furthering their progression into their chosen career.

**Remember**: Your groups may contain a mix of learners studying the qualification for the first time as well as learners who are topping up. Care should be taken to ensure that all members of these groups are equally engaged and challenged, for example by ensuring all team members in group activities have an opportunity to perform the leadership roles.

### Learners moving onto a larger qualification: Top-up registration
After you have made a top-up registration for your learner, the achievement of the certificated units will be imported into your records on Edexcel Online. There is no opportunity to retake the assessments in the internally assessed units via a top-up registration so the imported grades are final. It is possible for a learner to retake externally assessed units.

### Learners moving onto a larger qualification: Re-registration
If your learner did not realise their full potential in a NQF BTEC that they have been certificated for, and wishes to study a larger size BTEC at a new centre, then an entirely new registration may be more appropriate than a top-up registration to enable a fresh start. In this case the learner must produce entirely new evidence for assessment generated by your centre's assignment briefs.

# 4 Assessment guidance

## Assessment for the new BTEC Firsts

BTEC assessment has always been about:

- ensuring that learners are assessed for their skills as well as their knowledge

- ensuring that learners are given the chance to show what they have learned in vocational and applied contexts

- allowing learners to be assessed when they are ready and when a centre is able to fully support them.

While updating the BTEC Firsts, we have not changed these fundamentals – BTEC assessment will remain a positive statement of achievement.

The introduction of external assessment will reinforce learner engagement, giving learners clear goals and targets in a way that helps them to understand the challenges of working life.

Experienced BTEC teachers should think about whether or not they need to change their delivery pattern to make sure they can provide access to external assessment at the best time. At the same time, there are some important developments in internal assessment that you should also be aware of as you plan your assessment for the year.

## External assessment

After careful discussion with centres and other stakeholders, we have tailored the type of external assessment to meet the needs of the sector. All the assessments will be distinctively vocational, enabling learners to apply their learning in vocational or applied contexts.

For your sector you need to check:

- which unit(s) are to be externally tested

- the assessment method

- the availability of assessment for the first time

- the availability of retake opportunities (allowing for results)

- the delivery pattern we are recommending for these units and for other units, as given in the specifications.

Remember that you have plenty of time to prepare for assessments because you will be delivering over a one- or two-year period. For some sectors, completion of the externally assessed unit at or very near the end of the programme will be the recommended pattern. In others, it may be suggested that learners take the assessment earlier in the programme, but you should always make sure that learners are fully prepared.

The externally assessed unit will often be one that provides a core of knowledge that will be enhanced, developed and applied through other units. Learners' depth of understanding of the content of externally assessed units is likely to be enhanced by applying knowledge through other units. Therefore, when you are planning and delivering your units, think about how you can bring out examples that would be useful illustrations of issues covered in the external unit(s).

Each specification has details about when assessment is available. To gain access to the assessments, learners have to be registered for a programme – the

arrangements for this will be the same as for all BTECs. Please refer to the *Information Manual* on the Pearson website.

We will do everything we can to make external assessments relevant, engaging and suited to learner needs so that they support the overall development of the learner, rather than being a hurdle or distraction. You should not enter learners for external assessment to check how they are doing or to give them practice – we provide sample materials for use in preparation.

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

This assessment forms part of the core knowledge of the programme and is likely to be delivered towards the start of the programme but may be complemented by study in the other core unit(s). The learner's overall readiness to undertake external assessment should be considered before entering for the assessment.

| 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 2015 |

| Unit 4: Promoting Children's Positive Behaviour | |
|---|---|
| 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 2015 |

## Assessment and grading for internally assessed units

Internal assessment remains the main assessment method for BTEC qualifications because we believe that assignments set and marked within the centre provide the most relevant vocational learning experience for your learners.

You should guide both the teaching and the learning to then ensure that learners are assessed validly and reliably in a way that is relevant for a vocational qualification. Your teaching of the knowledge, skills and vocational applications will underpin a learner being able to demonstrate achievement through assessed assignments. Learners should be given formative feedback on their learning and skills development during the teaching and learning phase. You should consider carefully when your learners are ready to undertake an assessment.

An assessed assignment must have a clear structure and timescale, and encourage the learner to work independently to show relevant evidence. You should make sure that the assessment is a clear, discrete activity. You can then make a qualitative judgement on the evidence using the assessment criteria.

Those who are used to teaching BTEC will find that not much has changed, but we are putting more emphasis on some requirements and helping to build good practice.

● You should make sure that the assessment is a clear, discrete activity. Evidence from the guided learning phase is not admissible because evidence for assessment must be produced independently.

● You should use the new presentation of units, where learning aims are placed with associated assessment criteria, to provide building blocks for assessment – these are clear and simple to use and we recommend that you work through them with your learners.

● Your assessment plan for each unit and for the programme must be clear at the outset of the programme and signed off by the Lead Internal Verifier.

● Your Lead Internal Verifier must authorise your assignments. If you don't have a Lead Internal Verifier who has been through standardisation, you should use support from us to ensure that your assignments are fully fit for purpose. You can use the endorsed assignments or you can access the assignment-checking service through our website.

● You need to be explicit about the timescales and the evidence for assignments – there is nothing new about this, but we will be expecting centres to follow best practice and to be very clear for their learners.

● You need to set out expectations through tasks and evidence – remember that the criteria are used to judge evidence and are not tasks in their own right.

● **Summative** assessment takes place after the final submission date. A learner may be given **one** opportunity to resubmit a completed assessment after a grade has been given, where this has been correctly authorised.

● You should ensure that all work has been produced authentically and that you have checks in place to ensure that learners are submitting their own work.

## How assignments are used

Assignments are used to assess learner achievement. You should work with the other people in your programme team to design a plan of activity for the year, or the programme as a whole, so that assignments have a clear schedule of start, finish and internal verification dates.

Ask yourself how many assignments you will need. Your assessed assignments should cover a minimum of one complete learning aim. You may choose to set an assignment for a whole unit or even bring units together for assessment. Remember

that this means your **assessed** assignments. Of course you may set activities before assessed assignments to provide opportunities for learning from formative feedback and through skills building. These preparatory activities may often use group work and research as a preparation for undertaking the assessment itself but cannot be contributory evidence towards an assessment.

In making a decision about how many assignments to use, you can think about what resources you have in your centre, what is available in the locality, how you could use links with local employers, and what opportunities there are for relating assessment to realistic vocational themes.

### Top tips

- If a unit builds up – for example by 'plan' and then 'do' and then 'review' – then one large assignment may work best.
- If a unit requires several forms of evidence then several assignments may be best.
- It is good to emphasise the links between units, but it is harder to manage assessment across units – if you feel this is a good approach then be clear on how you will reach one decision for a unit.

You need to think about how the evidence that the learner will produce can be verified and about how you will know that what each learner has done is authentic. You can only accept for assessment learner work that you know has been produced in a way that demonstrates the learner's own achievement.

### Assignment 'warm-up' – active teaching and learning

Your learners will do their best if they are motivated through engaging and realistic activities. All units involve 'teaching the basics' but learners need to get involved in order to understand where what they are learning fits in.

You can use your resources and your imagination to really bring learning alive. You can encourage learners to try things out in groups, role plays, presentations and practical demonstrations. You can use visits and talks for research – remember you will need to structure what you do so that learners get the information they need, such as by providing a question sheet for them to use during a talk or visit.

You can encourage learners to 'get their hands dirty' by trying something out. You can build up their skills so that they will be able to show them off confidently in the assessed assignment.

You can use this 'warm-up' time to emphasise practical links between units, so that when learners are carrying out tasks they appreciate that they are often simultaneously drawing on skills/understanding from different units. It is difficult to set up assessed assignments that span multiple units, but it is important that learners appreciate the holistic way that their learning prepares them for further study or employment.

### Introducing the assignment

Your teaching and learning phase is going to lead directly into the assessed assignment. You may be setting this up in a very specific way – such as everyone completing a practical activity in a timed slot – or this may be independent work spread over a number of weeks.

It is important to remind learners preparing work for assessment that they have to produce it themselves and that they have to meet the deadlines you give them. Once learners begin work on an assignment no specific assessment feedback can be given.

Remember that you should be sure that your learners understand all the requirements for an assessed assignment before the assessment begins.  Look at each unit carefully for how the evidence generated will be judged using the assessment criteria.

## Evidence for assignments

You can use different types of evidence for assignments. A description does not have to be written and a presentation could be given in a number of styles – for example PowerPoint®, verbally or a digital/video recording. You need to think about what is fit for purpose. So, if learners need to explain a plan, why not have them present it to an audience with a question and answer session?

You should check that the type of evidence you are planning is feasible – for example, if you ask learners to 'write a memo', the coverage of one or two sides of A4 must be capable of generating sufficient evidence. Likewise a poster may not be a suitable evidence format for a detailed evaluation. Remember that the evidence your learners produce must be capable of being verified as well as assessed. So, if they are actually producing a model, a performance, a meal, a coaching session, a demonstration, etc, you need to think about how it will be observed or recorded so that it can be checked during verification.

**Remember**: no activity can be evidenced solely by an assessor's observation log or by a witness testimony. All observed evidence must be able to be authenticated to the learner. This means that observation logs must always be supported by learner-generated evidence such as preparation notes or reflective logs, or by photographic or video evidence in which the learner can be identified. The totality of this evidence must be available to the assessor at the point of the assessment decision which must follow hand-in of an assignment. An assessor should not award criteria during an activity, e.g. at the point of completing an observation log.

## Learning aims and assessment criteria

A learning aim sets out what you should be covering in order to prepare the learners for assessment. It may define knowledge, understanding, skills and contexts, and the wording of the aim will suggest appropriate learning experiences. You may set an assessed assignment on more than one learning aim but you should not normally split a learning aim over assignments. The evidence the learner produces in response to the assignment brief is judged using the assessment criteria, so you must make sure that what you have stated in the task fully covers those criteria.

## What about the final grade for a unit?

The final grade for a unit is at Level 2 (Distinction, Merit or Pass), Level 1 or Unclassified. The assessment criteria are detailed in each unit so that you can clearly see what is required. You need to be aware that a unit grade can only be given once all the activities and assignments for that unit are complete. In giving assessment decisions to learners, you need to be clear about when you are giving a formal decision and how this relates to the assessment for the unit as a whole.

If you choose to include a learning aim in more than one assignment, you should be very clear with learners how a judgement will be reached through looking at the evidence *across* the assignments. For example, the learner may be being asked to show the same skills in two different contexts. If so, they need to know if their performance in either is sufficient for assessment, or if they must perform to the same standard in both.

## Keeping clear assessment records

You can only use assignments as assessment instruments effectively if you work closely with other members of the assessment team and keep accurate records of what you are doing. Your records help you and the team to plan, review, monitor and support learners, and ensure that assessment is authentic and accurate.

The Lead Internal Verifier has a very important role in ensuring that each teacher, assessor and internal verifier on the programme understands the standards and the processes for keeping assessment documents.

Your records are there to help you get it right for your learners. The main documents that you use, which can be used electronically, are:

- an assessment and verification plan for the programme, showing when each assignment starts and finishes, when it is verified, and which unit(s) or learning aims it covers
- an assignment brief template ensuring that all the key requirements of an assignment are covered
- a record of internal verification for the assignment brief
- a record that the learner completes when submitting an assignment, which should include the date and a declaration of authenticity
- a record of internal verification for an individual sample of learner work
- a record of progress for each learner showing the assignments that have been completed and the assessment decisions given.

## Giving grades

At the end of an assignment you will need to reach a decision on assessment. If an assignment covers a whole unit then this will be a final grade; if it covers part of a unit then it will be a component of a final grade. In either case, it counts as an assessment decision and should be subject to internal verification and then finalised.

Your decisions must be checked according to the internal verification plan signed off by the Lead Internal Verifier. For each assignment, a sample of learner work must be reassessed fully by the Lead Internal Verifier or another person acting as an Internal Verifier who has been directed by the Lead Internal Verifier. Once your decisions have been checked you can give these to the learners as 'final'. Remember: you will then be able to accept only **one** further attempt from the learner to provide further or better evidence for the learning aim(s) covered in that assignment.

An assessment decision must be given to the learner on an appropriate assessment record document which contains the assessment decision, the assessor's declaration of authentication of the learner work, space for the Lead Internal Verifier to authorise a resubmission and specify the conditions where applicable, and the assessment feedback comments. Feedback to the learner for each learning aim must be constructive and criterion-based. The learner should understand why they have been awarded each criterion, and why they have not been awarded any others. It is also helpful to annotate the learner work to show exactly where evidence for each criterion can be found.

The assessment feedback must **not** offer any further guidance to the learner. Further guidance means guidance that is beyond that available to them at the start of the assignment; they must not be told individually or specifically what they can do to be awarded further criteria. Care must be taken to maintain the independence of the learner to enable a resubmission opportunity to be authorised.

You can only award higher grades if a learner has demonstrated the requirements of lower grades. This does not mean that the criteria represent different tasks or

stages – you should be able to apply the criteria to the same evidence if the assignment is structured carefully.

A summative 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 the Level 2 Pass, Merit and Distinction criteria, providing evidence 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 evidence 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. The award of Level 1 is not achieved through a 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.

## Enabling higher achievement

Your assignments should provide opportunities for learners to achieve at the highest level and should promote stretch and challenge. Not all learners will finally achieve a Distinction or a Merit, but it is important that they are provided with the opportunity to do so.

You must look to structure assignments so that learners produce evidence that can be used across the grade levels – learners should not have to 'get Pass out of the way first'. To 'aim high' learners must be well prepared before they start the assignment and be encouraged to attempt to reach the highest standards. All assessed activities must ask the learner to produce evidence that can be assessed against the full range of grades available.

## Assignment design

Your assignments are a tool for encouraging learners to provide evidence for you to make assessment judgements. Good assignments are interesting and motivate learners well.

The components of an assignment are:

- **scope** – outlines which unit(s) or learning aims are being covered and which criteria are being addressed

- **a scenario** – provides a setting and rationale for the assessment

- **tasks** – set out what a learner needs to do to provide the evidence

- **evidence requirements** – set out exactly what the learner is expected to produce and how the assessment will take place

- **a timescale** – sets out start and hand-in dates.

## Assignment briefs

Your assignments must be given to a learner formally as an assignment brief so that the learner knows they are being assessed and what is required of them.

The assignment brief includes:

- the qualification
- the title and number of the unit(s)
- an assignment title and number (if more than one per unit)
- the learning aims
- the assessment criteria
- the evidence requirements
- the start date
- the hand-in deadline.

You should include a record that it has been given to the learner, normally by inserting the learner's name into a copy of the assignment brief, but this could be recorded electronically.

Your learners should be provided with a form or other record for declaring that their work is their own and for confirming the date of submission.

## Using an authorised assignment brief

We are preparing a bank of authorised assignments briefs that you will be able to access at www.btec.co.uk/authorisedassignments. It will include at least one authorised assignment brief for every internally assessed unit. For mandatory units, there will be enough authorised assignment briefs to cover all assessment criteria.

We ask you to verify every assignment every year, regardless of whether it is your own or one sourced from elsewhere. Once your assignment is verified, you can put it in your timetable and check that you have planned delivery of the appropriate unit content. This can be as simple as making sure you have planned an event, visit or performance as suggested.

- The Lead Internal Verifier should fit these assignments into the overall plan and know when they will be assessed.
- You may want to adjust the assignment to make it fit your learners' needs and your centre's resources.
- You should think about exactly how the evidence is going to be produced and whether or not your learners need guiding to relevant activities that they have already completed.
- You may need to plan for practical activities to be carried out and recorded.

It is important that you are as familiar with the authorised assignment brief as you would be if you had created the assignment yourself. Understanding the assignment will ensure that you plan activities that properly reflect the scenario given in the assignment and that you are prepared for the evidence learners submit.

## The scenario

The assignment should be set in a vocational context that helps your learners to show what they have learned in a relevant way. This can often be achieved by asking learners to imagine they are in an appropriate job setting with a job role and job tasks. It could involve providing them with a brief of an activity that would be of value to a local employer, or without using a job context directly. It could draw on a real case study in order to allow application and analysis. You can draw on understanding of your sector to develop appropriate assessment contexts.

## Evidence

You can choose suitable forms of evidence – and it is possible to use a wide range of forms, from reports to presentations, from performances to diaries, from record sheets to digital/video recordings.

Of course you should match the evidence type(s) selected to the requirements of the unit(s) or learning aims(s). For example, if a learning aim requires a practical demonstration then you should think about how that is going to be set up and recorded.

Be careful not to suggest a type of evidence that may be too short – for example, a 'leaflet for new buyers' may be a realistic form of assessment for business learners to produce, but may not provide for sufficient breadth in itself, depending on the assessment requirements.

For some evidence, the period for its production must be time-constrained and in some cases you may want to ensure authenticity by having some evidence produced in supervised conditions.

## The tasks

The tasks should be a clear statement of what a learner needs to do to produce the evidence. You may explain the tasks to learners in more detail during delivery, but the assignment itself should be clear. You should remember to relate tasks to the scenario and to the evidence. If learners have been carrying out preparatory work – such as visits, rehearsals or skills exercises – then you may want to refer to this in the tasks.

Your tasks must:

- specify the nature and extent of the evidence
- be clear and include any specific materials or steps with times or dates when necessary
- refer to the assessment criteria that the evidence will be judged against
- encourage the generation of evidence that can be judged against the criteria
- be presented in a way the learner can understand – remember that the criteria are not in themselves tasks
- fit together to cover the learning aim sensibly, allowing learners to achieve to the best of their ability.

You must make sure that the tasks can generate evidence which cover the criteria. When you create tasks, you should not use the exact wording of the criteria, but you should pay close attention to it and the associated assessment guidance.

You should always list the criteria covered by each assignment – and usually each task. When you quote the assessment criteria, please don't change their wording. You can, of course, use a glossary of the wording of tasks to highlight what certain words mean (for definitions, refer to the Annexe at the back of this guide). Many words will be repeated across criteria for different grades and your learners may find it useful if you highlight the changes.

You should remember that the criteria are used to judge the evidence, so completion of a task related to identified criteria does not automatically imply achievement.

### Scope

You can choose the scope of an assignment provided that it fits well into the overall assessment plan for the unit(s) and the programme. For some qualifications, it is normal practice to bring several units together for large-scale projects, while for others, initial coverage of a topic in one unit may then be picked up in later, more specialist units.

When planning a unit-by-unit approach to assessment, you should make sure that learners understand through their learning how the units relate to each other, and that the requirements for synopticity are addressed.

Assignments that span several units should be carefully controlled, and you need to decide whether it is only the learning or both learning and assessment that is considered together.

### Learner responsibility

You should make sure that learners know they must meet their deadlines and provide work that is genuinely their own, otherwise their grades will be affected. To support learners, you should explain how to reference the work of others and how to work in such a way that ensures they can declare that their work is their own.

We recommend that learners are given a guide to their assessment at induction to the programme. You can reinforce the expectations when assessed assignments are handed out.

## Quality assurance

### What is quality assurance?

Quality assurance is at the heart of vocational qualifications. For many BTEC units, assessment is completed by your centre and your centre is responsible for the grading and standard of assessments.

- You use quality assurance to ensure that your managers, internal verifiers and assessors are standardised and supported.
- We use quality assurance to check that all centres are working to national standards. This is done by sampling your marked assignments.

### What is the purpose of quality assurance?

In your centre, quality assurance allows you to monitor and support your BTEC staff and to ensure that they understand, and are working to, national standards. It gives us the opportunity to identify and provide support where it is needed in order to safeguard certification. It also allows us to recognise and support good practice.

## How does it work?

First of all, you need approval to deliver BTEC qualifications. By signing the approval declaration you confirm that you have in place all necessary resources, appropriately experienced staff, and quality-assurance policies and procedures. You should have standardised systems and procedures for registering and certificating learners, tracking learner achievement, and monitoring assessment and internal verification.

During the delivery of a programme, internal verification is the quality-assurance system that you use to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme
- assessment tools are fit for purpose
- assessment decisions judge learner work accurately using assessment criteria
- standardisation of assessors takes place.

Internal verification is a recorded discussion between two or more professionals to ensure accuracy, fairness, consistency and quality of assessment. Internal verification procedures must:

- check all the assignment briefs or assessment tools used in every internally assessed unit
- check a sample of assessment decisions made for every internally assessed unit
- check a sample of assessment decisions from every assessor
- ensure that within the sample:
  - o the range of assessment decisions made is covered
  - o the experience of the assessor is taken into account when setting the sample size
  - o the sample size is sufficient to assure the accuracy of the assessment decisions for the whole group
- plan and document the process.

Our external quality-assurance processes include:

- annual visits to each centre to look at quality-assurance systems and procedures (Quality Review and Development)
- standards verification by a subject specialist to sample assessment and internal verification of learner work
- standardisation activities to support assessors, internal verifiers and lead internal verifiers.

Every year we publish an updated *BTEC Quality Assurance Handbook* to explain our external quality-assurance process for the next academic year. Along with the programme specification, the handbook should provide your programme team with everything they need to run vocational programmes successfully.

## Centre roles and responsibilities

- **Senior managers**
  The Head of Centre is formally responsible for ensuring that your centre acts in accordance with our terms and conditions of approval. These include ensuring the provision of appropriate resources, recruiting learners with integrity, providing full and fair access to assessment, maintaining full and accurate records of assessment, complying with all quality-assurance processes, and ensuring that all certification claims are secure and accurate. Day-to-day responsibility is normally delegated to the centre's BTEC Quality Nominee.

- **BTEC Quality Nominee**
  Each centre is asked to identify a member of staff as its Quality Nominee for BTEC provision. This person is the main point of contact for information relating to quality assurance. Quality Nominees will receive regular information from us about all aspects of BTECs, which they should share with the relevant staff in their centre. Therefore, it is very important that Quality Nominee details are kept up to date on Edexcel Online. We recommend that your Quality Nominee is someone with responsibility for the BTEC curriculum because they will be involved in monitoring and supporting staff in your centre. The Quality Nominee should ensure that BTEC programmes are managed effectively and actively encourage and promote good practice in your centre.

- **Examinations Officer**
  The Examinations Officer is the person designated by the centre to take responsibility for the correct administration of Pearson learners. This person normally acts as the administrator for Edexcel Online – our system for providing direct access to learner administration, external reports and standardisation materials.

- **BTEC Programme Leader**
  The Programme Leader (or Programme Manager) is the person designated by your centre to take overall responsibility for the effective delivery and assessment of a BTEC programme. The Programme Leader may also act as the Lead Internal Verifier.

- **Lead Internal Verifier**
  The Lead Internal Verifier is the person designated by your centre to act as the sign-off point for the assessment and internal verification of programmes within a principal subject area (for example, BTEC Firsts and Nationals in Business, or BTEC Firsts and Level 1 in Engineering). We provide Lead Internal Verifiers with access to standardisation materials. The Lead Internal Verifier should be someone with the authority to oversee assessment outcomes. Ideally this would be the Programme Leader, because this would normally be a key part of their role. They should be directly involved in the assessment and delivery of programmes and able to coordinate across assessors and other internal verifiers for a principal subject area.

- **Assessors and internal verifiers**
  The *programme team* consists of the teachers who are responsible for the delivery, assessment and internal verification of the BTEC qualification. An assessor is anyone responsible for the assessment of learners. An internal verifier can be anyone involved in the delivery and assessment of the programme. Please note that if a teacher writes an assignment brief, they cannot internally verify it. Someone else should perform this function. Where there is a team of assessors, it is good practice for all to be involved in internally verifying each other. If there is only one main person responsible for delivery and assessment then arrangements must be made for their assignments and assessment decisions to be internally verified by someone appropriately experienced.

## Tips for successful BTEC quality assurance

- Recruit with integrity. Ensure that the learners you register on the programme are able to achieve at level 2 and have a specific interest in the vocational sector.

- Ensure that you have sufficiently qualified and vocationally experienced staff involved in delivery and assessment. BTECs are vocational qualifications, designed to be delivered by staff with expertise in their subject.

- Provide induction, training and ongoing development opportunities for your staff. Best practice comes from having staff that understand the BTEC ethos and assessment methodology and have up-to-date knowledge of their vocational sector.

- Use the free resources available. There is a wealth of guidance in the specifications and delivery guides that will help you with delivery and assessment.

- Make quality assurance part of everyone's role. Quality assurance is a fundamental aspect of every role, from assessor to senior manager. Recognising this and providing time and resources to support quality assurance is the key to success.

- Plan ahead. You should begin a programme with a clear schedule for handing out assignments, assessment deadlines and internal verification, so that you are well prepared to ensure ongoing quality and able to address any issues quickly.

- Ensure good communication. Assessors, internal verifiers, Lead Internal Verifiers and managers should all be clear on their roles and how they interact. The Lead Internal Verifier must have a clear overview of the plan of assessment and how it is being put into practice.

- Provide clear, consistent feedback to learners during the guided learning stage. Give clear and accurate assessment feedback based on the grading criteria after the final submission only. Remember that care must be taken to maintain the independence of the learner during assessment activities. This allows learners to know exactly how they are achieving on the programme, identifies areas for development, and encourages them to take responsibility for their own learning.

- Undertake internal verification in a timely way. Assignment briefs must be internally verified before they are given to learners. A sample of assessment decisions should be internally verified as soon after assessment as possible to ensure that learners receive accurate and supportive feedback on their achievement.

- Track assessment and internal verification accurately as you go along. Assessment records should be kept at the level of the learning aim and assessment criterion/criteria. This gives a clear confirmation of individual achievement and identifies areas for improvement.

- Using standardised templates for all quality-assurance documents helps to ensure a consistent approach. We provide templates via our website that you can use for:
    o internal verification of assignment briefs
    o internal verification of assessment decisions
    o observation records and witness statements.

- These templates are not mandatory and you are free to design your own, but using them will help to ensure that you are meeting requirements.

- Ensure that learner work is kept secure but is accessible during the programme. You will be required to provide learner work for external quality assurance while learners are on the programme.

# Units

# Unit 1: Patterns of Child Development

## Delivery guidance

### Approaching the unit

This unit sets the foundations for the knowledge base of future childcare and education professionals; learners' understanding of child development will be crucial to their success as competent professionals in the sector. Try to use real examples of children's development to allow your learners to investigate the broad and varying range of child development. Sourcing video clips detailing actual development of children will allow you to support your learners in their early forays in the field of child observations.

For post-16 learners, it is essential that you build strong links with local childcare and education providers for the successful delivery of this unit. Using genuine examples of observation paperwork and sharing experiences of observing the development patterns of young children in practice will bring this topic to life. This will help your learners understand what they need to know and do in order to accurately identify children's development stages and effectively plan to support the children in a professional environment. Pre-16 learners can be encouraged through the use of audio and video materials to provide them with the opportunity to observe development patterns of young children.

### Delivering the learning aims

You should make your learners aware of the importance of child development in meeting the needs of young children. You could start by leading a discussion to explore the individual needs of your learners and how these impact upon their learning and development. Guest speakers from the sector or parents of young children (particularly those with children who have special needs) can help learners develop an awareness of the magnitude of child development.

For **learning aim A**, your learners will need to develop knowledge and understanding about the different milestones of growth and development that children pass through in the early years (birth up to and including seven years and eleven months).

A range of approaches can be used to explore the growth and development of children, including the following.

● Using real or fictitious case studies – you could use case studies to illustrate the broader content of the specification for this unit. You should be aware that case studies used must cover the range of developmental areas including physical, cognitive, communication and language, emotional development and social development. In addition to this, the full age range must be explored from birth up to and including seven years and eleven months.

● Using individual studies of children based on learners' own close families. Alternatively, studies of children from professional placement settings could be used that the learners have appropriate access to (also ensuring that they have consent to study the children in this way).

● Consider inviting guest speakers in, e.g. a health visitor, who can provide learners with information on the way that babies' growth is measured in the first two years of life and how growth is determined, including by hormones and heredity.

● Using longitudinal studies/professional observations from children you have access to and have appropriate consent to study (all studies should have all names of children, staff and settings removed prior to circulation to learners).

You should ensure that your learners are aware that development is holistic and individual to each child.

One of the best methods for bringing children's development to life in the classroom is the use of videos showing children meeting/progressing through the development milestones. You could use these clips to allow small groups of learners to assess and discuss the patterns and stages of development.

To meet **learning aim B**, learners must be able to investigate and identify the varying range of developmental milestones for children in the early years age range. You should place particular emphasis on your learners developing and using their knowledge of the characteristics of children's development to assess the likelihood that a child is progressing though the usual sequence in all areas of development. Setting small revision tasks and testing them on specific milestones for the areas of development will support your learners' knowledge. Learners can also draw on ideas from the Early Years Foundation Stage (EYFS) framework in England, the Foundation Phase in Wales and the Foundation Stage in Northern Ireland to guide their thinking.

You may use a variety of techniques to encourage your learners to look at and work with the developmental milestones for physical, cognitive, language, emotional and social development in relation to specific age ranges. These could include group work, making displays, gathering and presenting research and the use of video or other resources.

To meet **learning aim C**, learners will be expected to understand and demonstrate their knowledge of the role of significant adults in positively influencing children's development. Case studies are an ideal tool for fostering discussion that allows you to elicit your learners' knowledge relating to a lack of appropriate support and how this may lead to delays in child development.

You could encourage your learners by using practical activities and resources to help them understand the necessity of planning to meet the needs of individual children. In addition, you could reinforce the importance of the  role of adults during the early years phase.

You could introduce through the use of case studies the concept of children having their *basic needs* met in an encouraging and supportive environment; exploring positive adult *role models* who *scaffold* children and use regular *praise and rewards* that are age appropriate will enhance and develop the children as individuals.

Your direct input and delivery of the key theories of *role-modelling*, *scaffolding* and *praise and reward* will be essential in building your learners' knowledge of professional interactions in a setting. This is an area that learners will have little experience of and a concept that they may find difficult to grasp until their experience grows. You can enhance their understanding by giving multiple opportunities for them to practise their skills in assessing children's development in the controlled classroom environment with the safety net of your support and direction.

As this is an externally examined unit, you need to ensure that your learners have a bank of factual information and/or notes to refer to for revision purposes for all the key aspects and characteristics relating to growth and development, including the role of the adult in supporting children's development.

# Getting started

**This provides you with a starting point for one way of delivering the unit.
Activities are provided in preparation for the external assessment.**

| Unit 1: Patterns of Child Development |
| --- |
| **Introduction**<br>You could put your learners into pairs and ask them to identify the difference between growth and development. Feedback from the groups could be used in a class discussion to explore the different areas of development (physical, cognitive, communication and language, emotional and social). |
| **Learning aim A: Understand growth and development in children** |
| • Use the areas of development – physical, cognitive, communication and language, emotional and social – and ask learners to group developmental milestones linked to specific age ranges for each of these areas. You could ask your learners to research the milestones; however, you will need to give them an exhaustive list for each area of development for young children from birth up to and including the age of seven years and eleven months.<br>• Use case studies to show how development areas are interwoven and reliant upon each other. This will help you develop your learners' knowledge of holistic development and the value of this to professional practitioners.<br>• Guest speakers from industry or parents of young children will help your learners make the essential connections between unit content and the real-life impact on children. For example, you could invite a health visitor to speak about checks that should be carried out in the formative years.<br>• Short classroom-based quizzes and mini-tests at the end of each learning aim will help to prepare your learners for the end of unit assessment. |
| **Learning aim B: Understand the characteristics of children's development from birth up to eight years** |
| • Give PowerPoint® presentations covering the specific milestones of development in order to give your learners the base information on which to build their knowledge.<br>• The use of domino matching tasks and real video examples is essential to allow your learners to gain experience of identifying and assessing stages of child development.<br>• Giving opportunities for your learners to observe and assess the progress of children who are known to them or children from a placement setting is a key aspect in developing a good knowledge of the patterns of children's development. Learners should use the EYFS, the Foundation Phase or the Foundation Stage as a key resource. |
| **Learning aim C: Understand how adults in early years settings can support children's development** |
| • You could start the delivery of this learning aim by asking your learners to list the 'doing' words associated with working with young children: words should include 'encouraging', 'supporting', 'listening', 'helping'. Use this task as a basis for class discussion and then lead learners into an individual or paired task where they identify the adult's role in supporting each area of development. Post-16 learners could build on observations by evaluating adults' roles and observing the differences in behaviour in indoor and outdoor environments. This could then lead to a class discussion where good practice is identified. |

| Unit 1: Patterns of Child Development |
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- You could use video clips of adults supporting children, including using praise and reward, being positive role models and scaffolding children, to help underpin learners' knowledge and allow them to witness positive adult interaction that they may not have experienced in their own upbringing.

- Prepare specific lessons covering the resources and activities that could be provided by the adults in a setting. Lessons that investigate the positive interactions between the staff and the children will also be required to cover the broad range of the adults' role.

| Preparing for the examination |
| --- |

- The 60-minute examination consists of:
    - o multiple-choice questions
    - o short scenario-based questions
    - o an extended writing question.

- The maximum mark for the examination paper is 50.

- The exam is designed to allow learners to demonstrate their knowledge and understanding of the unit content.

- It is important that learners are fully prepared for the examination. There are a number of resources available to help with this, including the sample examination paper and mark schemes, resource packs and teacher support materials for examination-type questions.

- It will be useful for learners to practise answering questions in class to reinforce learning and develop examination techniques. You should ensure that your learners understand the meanings of the following command words that commonly appear in the examination:

    - o identify
    - o state
    - o define
    - o explain
    - o discuss

    - o give
    - o describe
    - o outline
    - o evaluate.

- Setting short quizzes in class will help to build your learners' confidence and knowledge of the specification by introducing questioning in a more informal style before the formal assessment.

- Practising examination-style assessments in the classroom will also help your learners become familiar with the timing and style of the examination questions.

- Homework tasks that cover unit content in Unit 1 should be set regularly to help prepare your learners for the examination.

- Planning time for revision sessions and supporting learners to complete individual revision plans will help them consolidate their knowledge.

- You should give your learners a sample past examination paper to complete under exam conditions, so that they are fully aware of what they will be expected to do. This will allow them to practise using their time effectively in a safe environment before the live exam and will help to build their confidence.

# Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

*Unit 1: Patterns of Child Development* has links to all other units in the BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development.

The underpinning knowledge in this unit will be a useful stepping stone for learners progressing to the BTEC National qualifications in Children's Play, Learning and Development.

# Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

### Textbooks

Harding, J., *Child Development: An Illustrated Handbook*, Hodder Education, 2013 (ISBN 978-1-444-18381-8)
A visual guide to all stages of children's development.

Meggitt, C., *Child Development: An Illustrated Guide* (3rd edition, with DVD), Pearson Education, 2012 (ISBN 978-0-4350-7880-5)
An examination of the sequences of child development, including photographs that help readers relate theory to practice. This third edition has been updated and restructured so learners can match the new EYFS key areas. It also now covers development up to 19 years and includes a DVD with narrated video clips.

Sheridan, M., Sharma, A. and Cockerill, H., *From Birth to Five Years: Children's Developmental Progress* (3rd Edition), Routledge, 2008 (ISBN 978-0-415-42365-6)
An updated guide to the developmental progress of children, including information about key stages in children's development, guidelines for the assessment of children and information about the influence of a child's environment on their development.

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-4479-4461-4)
This textbook was written specifically to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

### Journals

*NurseryWorld* (www.nurseryworld.co.uk)
Journal and website covering all areas of childcare and education; often includes articles specific to children's development patterns and how these can be supported in a professional setting.

### Websites

www.education.gov.uk, www.wales.gov.uk, www.nicurriculum.org.uk
Websites that contain the early years education frameworks for England, Wales and Northern Ireland.

# Unit 2: Promoting Children's Development Through Play

## Delivery guidance

### Approaching the unit

This unit gives learners the opportunity to find out more about why and how children's early development is promoted through play. Some learners may have experience of seeing or being involved in young children's play. They may have young children in their family, have done some babysitting or been on work experience in a nursery. These experiences can be drawn on to help them reflect on how young children play and the role of the adult in promoting play.

### Delivering the learning aims

It is important to build on and refer to knowledge gained from *Unit 1: Patterns of Child Development*. Learners will also benefit from visiting settings or seeing film clips of children of different ages at play. You could lead discussion groups to explore your learners' play experiences and their favourite toys and resources at different ages. Many of your learners' memories will be of child-initiated play, but with prompting some may remember playing games that adults led, such as Snap or Snakes and Ladders.

For **learning aim A**, you could use photographs or film clips or arrange visits to different settings in order for your learners to see how play changes as children develop. To help understand the role of adults in promoting development through play, your learners could create a 'developmental timeline' showing the developmental milestones and the ways in which adults support children's development.

For **learning aim B**, learners need to be able to identify different play opportunities for children in each of the age ranges (birth up to two years, two up to five years and five up to eight years) and also how these opportunities contribute to child development and the promotion of skills in the areas of development. Using the developmental timeline, your learners could add a further tier giving specific examples of types of play activities for each age range. They could also visit a toy shop or look at catalogues with resources and toys in them in order to consider the type of play opportunities associated with different ages of children. Additionally, health and safety issues in relation to resources and toys should be considered for different ages and stages.

Your learners will also benefit from trying out each of the play opportunities, including sensory, construction or imaginative play. This will help them to think about which key areas of development are being used during play and reinforce the message from learning aim A that play is essentially pleasurable and motivating.

For **learning aim C,** you could give input on each of the ways in which play can be structured: adult-led, adult-initiated and child-initiated. Your learners will need to identify the developmental benefits of each. They also need to consider potential disadvantages.

Visiting an early years setting will also help your learners to observe the structuring of play; ideally, it would be useful for them to visit a setting where there are children of different ages. During this visit learners could be encouraged to look at the way in which environments are planned, and the different areas/themes and resources that are used. Learners could consider how much of play in these environments is adult-initiated and how much is child-initiated.

This should be an enjoyable and interesting unit for your learners, although some learners may need to take part in reinforcement activities to be able to link activities and resources to both age/stage and developmental benefits.

# Getting started

**This provides you with a starting point for one way of delivering the unit**, based around the suggested assignments in the specification.

| Unit 2: Promoting Children's Development Through Play |
| --- |
| **Introduction**<br>Most learners should remember playing when they were younger. Encouraging your learners to think about what they enjoyed about playing and their favourite toys might serve as a good introduction to this unit. |
| **Learning aim A: Understand how play promotes children's development in early years settings** |
| ● Start by asking your learners to remember the different areas of development that were considered in *Unit 1: Patterns of Child Development*. Show some clips of different ages of children involved in a range of play activities and see if your learners can identify ways in which the children's play changes according to their age/stage of development.<br><br>● Invite an early years practitioner to come and talk about differences in the way children play at different ages and the ways in which adults promote their play.<br><br>● Draw up with your learners a list of the many ways that adults may work with children of different ages. They could visit a range of early years settings to see first-hand how adults promote children's play and development. You should build on the key areas discussed in Unit 1. |
| **Assignment 1:** How Play Promotes Children's Development* |
| **Learning aim B: Understand how different play opportunities promote children's development** |
| ● Divide your learners into small groups. Put out a range of photographs of toys and resources showing different play opportunities that link to different areas of development, e.g. a physical activity and an imaginative play activity. Ask your learners to sort the different photographs according to the type of play opportunity each one shows and the skills it develops across the areas of development. You could also ask learners to sort the photographs into the appropriate age ranges.<br><br>● Divide your learners into three groups. Tell each group that they are responsible for choosing resources, activities and toys on a budget of £200 for one of the following age bands: from birth to two years; from two years to five years; from five years to eight years. They should provide a rationale for the choices they have made, including the developmental benefits and health and safety considerations for each resource, activity or toy. Findings could be shared with the rest of the class, resulting in a class discussion.<br><br>● Visit an early years setting. This visit could be combined with the visit to look at content within learning aim A. Ask your learners to choose one age range and to make an inventory of the type of toys, resources and activities on offer during the session. Ask them to identify the developmental benefits of each. |
| **Assignment 2:** How Play Opportunities Promote Children's Learning and Development* |

| Unit 2: Promoting Children's Development Through Play |
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| **Learning aim C: Understand how play is structured in early years settings to promote children's development** |
| ● To help your learners understand the difference between child-initiated, adult-initiated and adult-led activities, divide them into three groups. On each table put out some paper, glue, coloured pens, felt-tips and scissors. Tell the first group that they can do what they wish with the resources. Tell the second group that they can do anything that they wish, but they must create a greeting card. Sit with the third group and give them step-by-step instructions on how to make a simple card. Rotate the groups. Discuss with your learners the benefits and disadvantages of each model.<br><br>● Show clips of children engaged in play. Ask your learners to identify to what extent the play has been structured.<br><br>● Invite an early years practitioner to talk to your learners about differences in the structuring of play. Brief the visitor to give examples of activities and situations best suited to child-initiated, adult-initiated and adult-led play. Post-16 learners could also be encouraged to visit early years settings to observe how adults interact with children during play and report back to the group for a discussion. |
| **Assignment 3:** How Early Years Settings Structure Play to Promote Children's Learning and Development* |

*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development:

● *Unit 1: Patterns of Child Development*

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

● *Unit 2: Play in Early Years Settings*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

**Textbooks**

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-4479-4461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

Tassoni, P., and Hucker, K., *Planning Play and the Early Years* (2nd edition), Heinemann, 2005 (ISBN 978-0-4354-0119-1)
Contains useful information on the history and theory of play, including a chapter on core activities for babies and children under three years.

**Journals**

*NurseryWorld* (www.nurseryworld.co.uk)
Journal and website covering all areas of childcare and education; often includes articles specific to children's development patterns and how these can be supported in a professional setting.

*Early Years Educator (EYE)* (www.earlyyearseducator.co.uk)
Monthly journal that provides coverage of activities, opinions and ideas relating to the early years.

**Websites**

www.foundationyears.org.uk
This website contains resources and information about early years in England.

www.nhs.uk
A useful website about health. In the section called 'Pregnancy and baby' there is accessible information entitled 'Why play is important'. There are other links about the importance of play with older children.

www.education.gov.uk, www.wales.gov.uk, www.nicurriculum.org.uk
Websites that contain the early years education frameworks for England, Wales and Northern Ireland.

# Unit 3: The Principles of Early Years Practice

## Delivery guidance

### Approaching the unit

There are certain values and approaches that are universal across early years settings. This unit will help learners to explore these and so better understand the sector in which they may decide to work. You could develop links with a range of early years settings, including childminders and pre-schools as well as different types of nurseries. Some learners may already have had a work placement or some experience working in early years settings and these experiences can be drawn on in the context of the four learning aims.

### Delivering the learning aims

It is essential that learners understand the general principles that underpin working with young children. Each principle relates in some way to respecting children as individuals and working in ways that promote development. You could lead discussion groups about why it is important that children are valued and respected as individuals and the importance of helping children to fulfil their potential by empowering them. A visit to an early years setting will be an effective way to support your learners in learning aims B and C, but could also be used to support learning aim D.

For **learning aim A**, you could encourage your learners to explore the concept behind inclusive practice, including discrimination and reasons why this may take place. An exploration of self-image and self-concept will help your learners understand the impact of inclusive practice on children. A guest speaker who has experience of inclusive practice or non-inclusive practice might be useful in helping learners understand the long-term impact of the way that children and their families are supported.

For **learning aim B**, learners need input on the practical ways in which early years settings aim to be inclusive. You could ask your learners to carry out research using articles or invite in a guest speaker. Learners will also benefit from a visit to an early years setting where they can see first-hand the many ways that early years settings try to be inclusive. Alternatively, you could present your learners with a case study in which a setting is working in an inclusive way, but still needs to improve in order to demonstrate outstanding inclusive practice. Group discussion could then take place suggesting potential improvements to practice.

For **learning aim C**, you could revise the concept of self-image and self-concept and link this to the importance of making choices, being independent and having some control over decisions. Learners could reflect on times in their childhood when they felt disempowered. Input is also needed as to the many ways in which children are empowered in early years settings and tying this in with a visit to an early years setting would be beneficial. Alternatively, a guest speaker could talk about practice in their early years setting.

For **learning aim D**, input needs to be given on the concept of the key person. Guest speakers could explain how a key person approach can benefit children's overall development. Learners could also investigate the key person approach through some independent research online or in books. Discussion about the benefits of children having a 'special' adult on whom they can rely may also be useful. Learners could create a poster that shows the overall benefits to children's development from the key person approach.

In this unit you will need to give teaching input on key terms such as 'inclusion', 'self-image', 'empowerment' and 'key person'. Your learners are more likely to grasp these concepts through reflecting on their own positive as well as negative life experiences.

# Getting started

**This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.**

| Unit 3: The Principles of Early Years Practice |
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| **Introduction**<br>You could ask your learners to discuss whether they have ever experienced discrimination or seen favouritism. They could also consider adults who have helped them to succeed and the impact that this has had on them. |
| **Learning aim A: Understand the importance of inclusive practice in early years** |
| <ul><li>Start by ensuring that your learners understand what the term 'inclusive practice' means. They might find it helpful at first to consider this in terms of their own experiences before you talk about the scope of what inclusive practice covers, including disability, poverty, family structure and race. Learners could be introduced to the United Nations Convention on the Rights of the Child, which provides a good basis for the principles and areas of inclusive practice.</li><li>Give input on the development of self-image and self-concept and why this makes a difference to children's eventual outcomes.</li><li>Introduce to your learners the positive effects of inclusive practice and the damaging effects of non-inclusive practice. Use discussion groups to draw out points about what is 'fair' and to what extent settings should work in order to provide inclusive practice. Learners could look at two contrasting scenarios: one in which a child is faced with discrimination and another in which the same child benefits from inclusive practice.</li></ul> |
| **Assignment 1:** Why Inclusive Practice is Important in Early Years Settings |
| **Learning aim B: Explore ways in which early years settings implement inclusive practice** |
| <ul><li>Lead a discussion on the many ways in which early years settings work in order to implement inclusive practice. Learners could also go online and research further the strategies that early years settings might use, for example by looking at the websites of specific settings. Learners could also look at the EYFS, the Foundation Phase or the Foundation Stage to find out about the ways in which early years settings are advised to achieve inclusion. Your learners will benefit from visiting a setting that is considered to be inclusive. Their brief during the visit could be to look at tangible ways in which this setting works to provide access, support parents and create an environment in which everyone feels welcome.</li><li>After the visit, using discussion groups, encourage your learners to reflect on what they liked about the early years setting's approach to inclusion and also the potential impact that their approach might have on children.</li></ul> |
| **Assignment 2:** How Early Years Settings Implement Inclusive Practice* |

| **Unit 3: The Principles of Early Years Practice** |
|---|
| **Learning aim C: Understand how children are empowered in early years settings** |
| ● Explore with your learners what 'empowerment' means. Ask them to reflect on situations in which they have had little control and see if this can be equated with low motivation, frustration and also overdependence. <br><br> ● Revise with your learners the importance of self-image and self-esteem. Give input as to how this is fostered when children are given choices, consulted and given opportunities to be independent. <br><br> ● Lead a discussion on the link between empowerment and children's development across each of the areas of development. Encourage your learners to consider practical ways in which adults might work to empower children. <br><br> ● As part of a planned visit to an early years setting (see learning aim B), ask your learners to identify ways in which staff are working to empower children. Encourage your learners to discuss how effective they thought the setting was in empowering children. |
| **Assignment 3:** How Children are Empowered in Early Years Settings* |
| **Learning aim D: Understand the importance of the key person approach in supporting children's development** |
| ● Ask your learners how they feel when they go to a new place and do not know anyone. Use this as a starting point for introducing the concept of a key person – someone the child can rely on and with whom they have a strong relationship, to ensure emotional and care needs are met. <br><br> ● Give input on the ways in which key persons in early years settings support children's development across each of the areas of development. Ask your learners to create a poster that gives examples of how key persons support children's development. |
| ● Give your learners two contrasting case studies to discuss. One case study shows how a child is in a setting with a strong key person approach while the other case study shows a child in a setting that does not provide key persons. In groups, ask your learners to discuss the potential impact on the child of being in each setting. |
| **Assignment 4:** How the Key Person Approach Supports Children* |

*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 3 National Certificate and Diploma in Children's Play, Learning and Development:

- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 10: Diversity, Equality and Inclusion in the Early Years*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

**Textbooks**

Griffin, S., *Inclusion, Equality and Diversity in Working with Children*, Heinemann, 2008 (ISBN 978-0-4354-0240-2)
Provides underpinning knowledge of what is meant by inclusive practice in the early years.

Lindon, J., *Positive Relationships: The Key Person Approach (Positive Relationships in the Early Years)*, Practical Pre-School Books, 2010 (ISBN 978-1-9072-4106-2)
Accessible book that explains and gives examples of the importance of the key person approach.

Tassoni, P., *Penny Tassoni's Practical EYFS Handbook* (2nd edition), Pearson Education, 2012 (ISBN 978-0-4350-7778-5)
Explains the importance of the key person approach as well as practical ways in which adults might work with different ages of children within the early years.

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-4479-4461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

**Journals**

*NurseryWorld* (www.nurseryworld.co.uk)
Journal and website covering all areas of childcare and education; often includes articles specific to children's development patterns and how these can be supported in a professional setting.

*Early Years Educator* (EYE) (www.earlyyearseducator.co.uk)
Monthly journal that provides coverage of activities, opinions and ideas relating to the early years.

**Websites**

www.foundationyears.org.uk, www.wales.gov.uk, www.nicurriculum.org.uk
These websites contain resources and information about early years in England, Wales and Northern Ireland.

# Unit 4: Promoting Children's Positive Behaviour

## Delivery guidance

### Approaching the unit

This unit focuses on developing learners' understanding of children's behaviour and the role of adults in supporting and encouraging children's positive behaviour. Learners will build on their knowledge and understanding of expected patterns of child development and the links between areas of development studied in *Unit 1: Patterns of Child Development*. Learners will be able to draw on experiences of seeing how children behave and the ways adults respond in everyday situations, such as in the supermarket or on the bus, or from observing situations in their own family or on work experience in a nursery. These experiences are a valuable starting point in helping learners to consider reasons why children may behave in certain ways and how adults can provide appropriate support.

This unit is externally assessed through completion of a 60-minute examination.

### Delivering the learning aims

Learners will need to have studied *Unit 1: Patterns of Child Development* before undertaking this unit. Throughout this unit learners will need to be able to recognise the behavioural responses of children and understand how adults support and encourage children by having expectations of them that are realistic in relation to their level of understanding. Learners will benefit from visiting settings and analysing real or fictitious case studies to illustrate the broad content of the specification of this unit.

For **learning aim A**, you could use a number of different approaches to explore the range of factors that affect children's development so that your learners understand how the content applies to individual children in different situations; this could include discussing case studies and film clips. You should ensure that all the factors are covered during the teaching of this unit and spend more time on specific aspects that learners are likely to find more challenging. These may include areas such as Maslow's five-stage hierarchy of needs theory and Bandura's social learning theory, and how they apply to children's behaviour.

For **learning aim B**, learners need to be able to recognise ways in which adults in early years settings provide environments that value and respect children in order to encourage positive behaviour. You should ensure that learners understand the importance of setting rules and boundaries that are consistent and that reflect children's home circumstances and the ways in which children are empowered to be involved in the process. Learners would benefit from visits to early years settings to help them understand age/stage-appropriate provision. Guest speakers from early years settings could be invited to speak about how effective provision impacts on children's self-esteem and self-worth. It will be helpful to have copies of behaviour policies from settings for children of different ages for learners to understand how positive behaviour is supported through age/stage-appropriate boundaries and expectations for behaviour and a consistent adult approach.

For **learning aim C**, you will need to introduce your learners to ways in which adults support positive behaviour and deal with unwanted behaviour. You could provide input on Skinner's operant conditioning theory and use case studies and scenarios to help your learners understand how positive reinforcement is used by adults to support positive behaviour in realistic situations and to help them appreciate when negative reinforcement may be appropriate.

Learners would benefit from opportunities to visit early years settings to observe how adults deal with children's unwanted behaviour. Learners will need to be able to recognise approaches and strategies that are age/stage-appropriate and that take account of situations and the needs of individual children.

As this is an externally assessed unit, you need to ensure that your learners have a bank of factual information or notes to refer to for revision purposes.

# Getting started

**This provides you with a starting point for one way of delivering the unit.
Activities are provided in preparation for the external assessment.**

| Unit 4: Promoting Children's Positive Behaviour |
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**Introduction**

Most learners will be able to recall situations in their childhood involving behaviour and adult responses; these may be related to their own behaviour or that of other children. Learners should be encouraged to think about the situations in which the incidents occurred and the effect of the adult responses. This should provide a good introduction into this unit.

**Learning aim A: Understand factors that affect children's behaviour**

Learners should produce a set of notes from the following sequence of activities, which should include all the factors given in the unit content. They can use these to prepare for the examination.

- Divide your learners into small groups. Give them different scenarios to look at, focusing on how children's behaviour may be affected by physical factors (sleep, food and drink, and exercise) and ask them to present their findings to the group. Explain how Maslow's hierarchy of needs theory applies to children's behaviour.

- Use case studies that illustrate the biological factors that can affect children's behaviour, including behaviour patterns of children with additional needs. Follow up with class discussion for learners to identify reasons why children's behaviour may be affected.

- Use film clips to illustrate the 'Bobo doll' experiment. Discuss with learners how children are influenced by adult role models (Bandura's social learning theory).

- Ask an early years practitioner to come and talk about the emotional factors that affect children's behaviour, using examples from their own experiences of working with children of different ages.

- Describe a scenario to the class where the children are under-stimulated and ask them to suggest how this may impact on the children's behaviour. Discuss the possible effect of over-stimulation on behaviour.

- Divide your learners into small groups. Give each group a case study outlining the home circumstances of different children. In their groups, learners should discuss the possible effect of these circumstances on the child's behaviour. Follow up with class discussion.

**Learning aim B: Understand how adults in early years settings promote children's positive behaviour**

Learners will need to ensure they have a bank of notes from the activities that they will be able to use to revise for the examination.

- Visit an early years setting. Ask your learners to identify ways in which the setting values and respects the children by: listening to their wishes, providing choices, having a key person, meeting physical needs and providing appropriate stimulation. Discuss how the provision impacts on the children's behaviour.

- Divide your learners into three groups and ask each group to draw up the boundaries and expectations for children's behaviour in early years settings for: children under two years; children from two up to five years; and children from five up to eight years. They should provide a rationale for their decisions in relation to the age/stage of development of the children. Discuss scenarios with your learners that demonstrate the effects of unrealistic expectations on children's behaviour.

- Ask an early years practitioner to come to talk about how positive behaviour is supported in the setting through a consistent approach by all the adults as set out in

## Unit 4: Promoting Children's Positive Behaviour

the behaviour policy and through encouraging children to value and respect each other.

- Give learners an opportunity to outline and develop the typical content of a behaviour policy. Follow up with class discussion.

### Learning aim C: Understand how adults support children's behaviour in early years settings

Learners will need to produce a set of notes from the following activities to cover how adults support children's positive behaviour and deal with unwanted behaviour in early years settings. These can be used to revise for the examination.

- Start by asking your learners to remember how children's behaviour is influenced by adult role models (Bandura's social learning theory), covered in learning aim A. Ask them to suggest ways in which adults could role-model desired behaviour to children of different ages.

- Introduce Skinner's operant conditioning theory and provide scenarios of age/stage-appropriate positive reinforcement of unwanted behaviour. Explain the method of responding to unwanted behaviour by using sanctions, giving examples. Discuss the advantages and disadvantages of each approach and the importance of age/stage-appropriate adult responses.

- Divide your learners into small groups and provide a range of case studies for them to identify positive reinforcement, and negative reinforcement of unwanted behaviour, by adults.

- Ask your learners to work in pairs and present to the class how to respond to a range of unwanted behaviours shown by children at different ages/stages of development. They should provide a rationale for each response.

### Preparing for the examination

- The 60-minute examination consists of objective questions and questions which are in response to short scenarios.

- The following types of questions are included:

    o multiple choice

    o short-answer

    o extended writing opportunities.

- The maximum mark for the examination paper is 50.

- The examination will cover all aspects of the specification over a number of examination series and is designed to enable learners to demonstrate their knowledge and understanding of the unit content.

- It is important that learners are prepared thoroughly for this examination. There are resources available to help with this preparation, such as sample examination papers.

- It will be useful for learners to practise completing answers in the class environment to reinforce learning and develop examination technique. You should ensure that learners know the meanings of the following command words commonly used in the examination paper, so they use the time available in the examination effectively:

    o identify                    o give

    o state                       o assess

    o define                     o outline

    o explain                    o evaluate.

    o discuss

| Unit 4: Promoting Children's Positive Behaviour |
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| <ul><li>As further useful practice, you could set examination-style questions for homework on a regular basis as each part of the specification is covered. When allocating marks, you will need to apply the grade descriptors given in the specification to support learners to meet grade expectations.</li><li>You should set aside time for final revision for the examination. It would be useful for your learners to complete a sample past examination paper, or sample examination paper, before they sit the live examination so they are fully aware of what they will need to do in examination conditions. This experience will also give them the opportunity to practise using their time effectively and will build their confidence.</li></ul> |

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development:

- *Unit 1: Patterns of Child Development*
- *Unit 3: The Principles of Early Years Practice*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

### Textbooks

Lindon, J., *Understanding Children's Behaviour: 0–11 Years: Play Development and Learning*, Hodder Education, 2012 (ISBN 978-1-444-17097-9)
A helpful guide for young inexperienced learners (as well as experienced practitioners). It includes practical ideas and underpinning theory about how children learn patterns of behaviour and realistic expectations for different age groups.

Riddall-Leech, S., *Managing Children's Behaviour* (1st Edition), Heinemann Professional Development, 2003 (ISBN 978-0-435-45532-3)
A useful guide for learners that covers both the theory and practice of behaviour management. In particular it covers strategies for managing behaviour, reasons why unwanted behaviour might occur and influences on children's behaviour.

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-447-94461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

### Journals

*Nursery World* (www.nurseryworld.co.uk)
Journal and website covering all areas of childcare and education; often includes articles specific to children's development patterns and how these can be supported in a professional setting.

*Early Years Educator* (EYE) (www.earlyyearseducator.co.uk)
Monthly journal that provides coverage of activities, opinions and ideas relating to the early years.

**Websites**

http://www.youtube.com/watch?v=hHHdovKHDNU
A video of Bandura's Bobo doll experiment.

www.nurseryworld.co.uk
A good source of articles on positive behaviour.

# Unit 5: Health and Safety in Early Years Settings

## Delivery guidance

### Approaching the unit

Adults in early years settings have a responsibility to the children in their care to prevent accidents and to ensure that infections are not spread. The responsibility to keep children safe, however, needs to be balanced with providing stimulating opportunities for children to practise their skills, develop independence and explore their environment. This unit investigates how early years settings achieve this balance.

### Delivering the learning aims

In this unit, learners will need to build on the knowledge and understanding of child development gained from *Unit 1: Patterns of Child Development*, as they will need to know the usual sequence and characteristics of development to be able to anticipate potential accidents and infection risks in order to take appropriate preventive measures.  Opportunities to visit early years settings to observe how adults in settings for children of different ages manage to keep children safe and healthy will help learners to relate unit content to realistic situations.

For **learning aim A**, you could use real or fictitious case studies or resources from the media, such as magazines and newspapers, to illustrate a range of accidents that could happen to children. Learners could explore reasons why the accidents occurred, making links to developmental milestones and suggesting appropriate measures that adults could have taken to prevent the accidents. Learners could be encouraged to conduct risk assessments in their own setting/fictitious settings. They could look at catalogues or websites to explore safety equipment that might be used by early years settings to prevent accidents to children at different ages and stages of development. Learners could examine risk assessments undertaken by early years settings for children of different ages to help them understand how risks can be minimised.

For **learning aim B**, you could provide input on the basic principles of cross-infection. Practical activities such as effective hand-washing techniques or preparing appropriate snacks for children are motivating and will help learners to relate theory to practice. Learners will need to know how adults in early years settings reduce infection risk in personal care routines and in cleaning procedures. This learning will be consolidated by opportunities to visit an early years setting to observe procedures for minimising infection risk: ideally it would be useful for learners to visit a setting where there are children of different ages. Learners will need to be able to identify the ways in which children at different ages/stages of development can be supported by adults to develop good hygiene habits.

Practical activities, guest speakers and visits to early years settings, as well as case studies, will help learners to understand how the theory in this unit applies to practice with children at different ages and stages of development.

# Getting started

**This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.**

| Unit 5: Health and Safety in Early Years Settings |
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| **Introduction**<br>Learners can usually recall an accident that occurred to them or someone they knew as a child. Encouraging learners to think about reasons why the accident occurred and what may have prevented the accident is a useful starting point for this unit. |
| **Learning aim A: Understand accident prevention in early years settings** |
| • Start by asking your learners to remember the different areas of development that were considered in *Unit 1: Patterns of Child Development*. Ask them to examine scenarios that pose accident risks to children at different ages/stages of development and see if they can identify what could happen next.<br><br>• Draw up with your learners a list of potential accidents that can occur to children. Ask them to work in small groups to identify how and why the accidents may occur to children at different ages/stages of development in an early years setting.<br><br>• Ask your learners to work in pairs to research safety equipment that early years settings could use to prevent accidents indoors and outdoors.<br><br>• Divide learners into small groups and provide them with case studies about indoor/outdoor environments. Ask learners to conduct risk assessments of the given environments. They should identify potential hazards and outline how these could be removed.<br><br>• Invite an early years practitioner to speak about how the adults in their setting use risk assessments to identify and minimise risks, provide supervision appropriate for the ages of the children and follow safety procedures. |
| **Assignment 1**: How the Early Years Setting Prevents Accidents to Babies and Children* |
| **Learning aim B: Understand infection control in early years settings** |
| • Explain how infection is spread. Give your learners case studies of different types of infections and ask them to identify ways the infections may be spread in early years settings.<br><br>• Ask your learners to prepare a poster to show the hand-washing routine to display in an early years setting.<br><br>• Divide your learners into small groups and ask them to suggest ways in which children of different ages in early years settings can be encouraged to develop good hygiene habits.<br><br>• Visit an early years setting for learners to observe hygiene procedures and cleaning routines. Follow up the visit with a discussion about the extent to which the procedures would help prevent the spread of infection. |
| **Assignment 2:** Infection Control in an Early Years Setting* |

*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development:

- *Unit 1: Patterns of Child Development*

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 4: Health and Safety Practice in Early Years Settings*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

### Textbooks

Parker, L., *The Early Years Health and Safety Handbook*, Routledge, 2012
(ISBN: 978-0-415-67532-1)
A book that offers clear and practical information about health and safety.

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*,
Pearson Education Ltd, 2013 (ISBN 978-1-447-94461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

### Journals

*Nursery World* (www.nurseryworld.co.uk)
Journal and website covering all areas of childcare and education; often includes articles specific to children's development patterns and how these can be supported in a professional setting.

*Early Years Educator* (EYE) (www.earlyyearseducator.co.uk)
Monthly journal that provides coverage of activities, opinions and ideas relating to the early years.

### Websites

http://capt.org.uk
Child Accident Prevention Trust. Practitioner Support section includes information, safety advice and resources linked to age/stage of development.

www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374
Health Protection Agency site. The HPA has produced a useful leaflet: 'Guidance on infection control in schools and other childcare settings'.

www.ofsted.gov.uk
Offers information about health and safety standards, policies and expectations.

www.hse.gov.uk
Offers information about health and safety and risk management.

# Unit 6: Supporting Children's Language and Literacy Development

## Delivery guidance

### Approaching the unit

This unit provides learners with an opportunity to explore why successful early language development is a key factor for children's future success and how it influences reading and writing development. It also focuses on the importance of the adult in supporting and encouraging language and literacy development.

The unit links closely with *Unit 1: Patterns of Child Development*, and learners may be able to draw on their experiences of younger children in the family, babysitting, nursery or infant school visits or work experience. First-hand experience of observing children would greatly enhance the learners' understanding of this unit, especially at a storytelling session in the local library, for example. Visiting childcare and education settings to observe current practices and access the resources available would further enhance learners' knowledge of language and literacy development.

Learners could be directed to undertake individual research into the different types of activities available to support language development. In addition, giving your learners opportunities to plan and present activities in small peer groups will enable them to improve their skills by adapting and responding to an audience.

### Delivering the learning aims

It is important that learners are provided with a clear framework or a developmental timeline showing when to expect speech, writing and reading skills to develop. An awareness of the need to recognise letters and sounds before reading words is important, as is the understanding of the need for developing fine motor skills in order to hold, guide and control a pencil in order to be able to form letters and write words.

For **learning aim A** learners need to include their knowledge of children's development of communication and speech as gained from *Unit 1: Patterns of Child Development*. They also need to be aware of the range of activities available for supporting language development. Practical first-hand experience of a range of activities and interaction with children would be valuable in developing an understanding of the differing abilities across this age range.

Learners need to be able to select appropriate activities and to explain how adults should support children's language development by speaking clearly and showing enthusiasm and interest as children engage in the activities. Learners should also understand the need to adapt activities and the style of working to meet the needs of individual children. Repeating a story and allowing children time to respond are important ways of supporting children, together with praise, commentary and positive encouragement with prompts and cues when needed.

**Learning aim B** requires learners to be aware of activities and experiences that will support children's reading development. Knowledge of a range of activities and materials could be researched and experienced in pairs, and you could give small groups of learners opportunities to read stories, rhymes and poems to one another and give each other feedback on how to improve.

Familiarity with popular children's stories is useful, as well as an understanding of which stories are most appropriate and suitable for each age and stage, bearing in mind the children's likely concentration span. Engaging children by pointing out features in the story, turning the pages and showing them that reading goes from

left to right on the page are all important points to be aware of in understanding how adults can support children's reading development.

**Learning aim C** asks learners to show their understanding of how to support children's writing development.

In introducing this learning aim, it would be helpful for learners to experience the process of holding a pencil and forming letters. Asking learners to try this, but using the hand that is not their own usual writing hand, will give them some idea of how a child will approach letter formation.

All learners will need to be clear about the expected methods of letter formation used at the setting; this will include numbers too.

An awareness of the need to experiment with all types of activities to develop writing skills is important and learners will be expected to understand the variety of activities that a child may engage in. It would be helpful to all learners to experience these too. They will need to understand the importance of preparing a range of materials for children to use, to ensure successful attempts, and that positive praise and encouragement from adults are essential.

A case study based on a childcare setting that outlines its current practices in choosing age- and stage-appropriate activities to support and develop children's writing skills would be a useful way of developing learners' understanding.

This should be an enjoyable and interesting unit for learners, with opportunities to take part in many practical activities that will help them develop their knowledge and awareness of the importance of language and literacy development, and understanding of the significance of the impact of the adult role in supporting this development.

# Getting started

**This provides you with a starting point for one way of delivering the unit**, **based around the suggested assignments in the specification**.

| Unit 6: Supporting Children's Language and Literacy Development |
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**Introduction**

You could introduce the unit to the whole group by asking them to think about ways in which communication takes place. Point out the importance of children's language development to academic achievement, including learning to read and write. The introduction should make clear the order and stages in which children's language and literacy typically develop and should emphasise the impact of adult support and involvement to achieve success.

**Learning aim A: Understand how to support children's language development**

- As a starter activity, you could throw a squeaky toy to your learners in turn, asking them to shout out ways in which we can communicate. Ask one of the group to jot down the suggestions. Ensure that your learners are clear about different ways of communicating, why communication is important and the order in which communication, speech, reading and writing development take place. Also refer to the importance of the adult in supporting language development. (Reference to *Unit 1: Patterns of Child Development* should be made.)

- Give your learners some examples of short rhymes and tongue twisters to learn. Ask them to try them out in pairs and discuss how learning these rhymes and tongue twisters could help children's language development.

- Split your learners into small groups and ask one learner from each group to present the activity described below, and the others to join in. Using a large piece of paper, the 'presenter' tells a story or says a rhyme while drawing characters or other related items on the paper, e.g. 'The Three Little Pigs', 'Jack and the Beanstalk', 'Five Little Ducks'. Ask your learners to show how they would engage children in this activity. They should be prompted to speak clearly.

- Working with a partner, ask your learners to describe an exciting event that they have been involved in, but **without** using any facial expression and **without** any change in tone of voice. Then they should discuss how this felt for each of them. Ask them to change over and describe how to make a sandwich **without** using any gestures. Discuss why it is important for adults to model enthusiasm and interest and involvement in activities. They should use a range of non-verbal communication techniques to support the language and record their findings.

- Working in small groups learners could look at the different age groups and find out what activities are suitable in helping to support language development. At least two different activities for each age range need to be chosen and presented to the whole group.

- As a whole group presentation, you could show a video clip of children of different ages speaking and interacting with others. Learners could complete a worksheet identifying the age/stage of each of the children to clarify what level of communication a child has achieved.

- From the research completed by your learners, bring all the information together into a large wall display showing a range of activities that are appropriate to each age/stage of the children, and against each activity explain how adults support language development during these activities. Upload photos and information to a shared file for the group to access at a later stage.

- You could also take learners to visit a setting to observe the different ways practitioners communicate with children of different ages/stages and how children interact in order to identify the ways in which language can be promoted.

**Unit 6: Supporting Children's Language and Literacy Development**

**Assignment 1:** How Adults Support Children's Language Development[*]

**Learning aim B: Understand how to support children's reading development**

- Discuss with your learners how they gained confidence when learning to read and what kinds of experiences they had that encouraged them to associate reading with pleasure. Can they remember any favourite books? What do they particularly remember about them?

- Visit a local library, at 'story time' if possible, and ask your learners to observe the way in which the story is told and how the children are engaged. Ask your learners to look at the range of books available for children to borrow and find out which ones are most suitable for different ages or stages of reading development. Ask your learners to record their findings and bring them back to the group to share.

- Visit childcare and education settings if possible, to see how they use signs and labels to support children's language development. Could some of these signs be used at home?

- Working in pairs, ask your learners to try to make up a rhyme or tongue twister focusing on a particular sound or letter. They should present their work in a small booklet or leaflet, showing that reading goes from left to right on the page.

- Bring in some of the games and resources available in schools to encourage reading development. Ask your learners to try the games out and decide how they would support reading development.

- Ask your learners to research and list suitable reading books across the age range from birth to eight years about subjects that interest children, such as animals, farms, space, pirates, vehicles, travel, adventures, etc.

- Working in small groups, ask your learners to read a story to their group, expressing enthusiasm and engaging all those listening. Encourage feedback from peers on use of facial expression, tone of voice, pace and clarity of reading.

- Ask your learners to make a list of popular nursery rhymes and poems for children within the age ranges from birth to eight years. Why do they think that some of them are so popular?

**Assignment 2:** How to Support Children's Reading Development[*]

**Learning aim C: Understand how to support children's writing development**

- Recap and discuss with the whole group the skills needed for writing. Ask your learners to list them on a flipchart or whiteboard. Clarify age range linked to manipulative skills development (refer to *Unit 1: Patterns of Child Development*), and ask your learners to prioritise their list of skills.

- Divide your learners into small groups and ask them to gather information about different activities that contribute to writing development in a childcare setting. Ask them to record their findings and share them with the whole group. Upload photos if applicable to a folder for the group to access later.

- Give a whole group presentation to look at sequences in development of writing, making marks and forming letters and sentences. Ask your learners to list some of the activities and materials available in a childcare/educational setting.

| Unit 6: Supporting Children's Language and Literacy Development |
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| • In pairs, ask your learners to plan two activities for different ages between birth and eight years, aimed at developing writing skills. Learners should discuss suitability, appropriateness and risk factors. You should ensure that across the class activities have been included for the whole age range. Record the activities for later consideration. |
| • Ask your learners to research and list some of the appropriate materials available for encouraging children to join in with writing activities. |
| • Give out worksheets and discuss with your learners correct letter and number formation required in settings. Ask them to practise letter and number formation, perhaps using the hand they don't normally write with, and raise awareness of the need to model the correct approach to help children succeed. |
| • Give your learners a case study based on a childcare setting outlining its current practices in choosing age- and stage-appropriate activities to develop children's writing skills and the effectiveness of adult support provided. This would help learners to identify the assessment criteria for learning aim C. |
| Assignment 3: How to Support Children's Writing Development* |

*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development:

• *Unit 1: Patterns of Child Development*

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development:

• *Unit 6: Supporting Children's Communication and Language*

• *Unit 20: Promoting Literacy in Children Aged from Four up to Eight Years*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

**Textbooks**

Bardige, B., *Talk to Me, Baby! How You Can Support Young Children's Language Development*, Brookes Publishing Co., 2009 (ISBN 978-1-557-66977-3)
This book gives ideas for supporting language development in babies through games and activities.

Coulson, G. and Cousins, L., *Games, Ideas and Activities for Early Years Literacy*, Pearson Education Ltd, 2011 (ISBN 978-1408254172)
A book containing assorted activities to support the teaching of literacy in a fun, engaging and exciting way in any early years setting.

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-447-94461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

Tassoni, P., *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education Ltd, 2012 (ISBN 978-1-446-90134-2)
This student book accompanies level 3 (Units 1–8).

Tassoni, P., *Penny Tassoni's Practical EYFS Handbook (2nd edition)*, Pearson Education Ltd, 2012 (ISBN 978-0-435-07778-5)
This book contains a range of practical activities for different age groups to meet the EYFS areas of learning, including speaking, reading and writing.

Whitehead, M., *Language and Literacy in the Early Years 0–7* (4th edition),
Sage Publications, 2010 (ISBN 978-1-849-20008-0)
A useful book that covers issues in language, literacy and learning for children aged birth to seven.

**Journals**

*Nursery World* (www.nurseryworld.co.uk)
Often has useful articles about specific areas of learning, such as communication and language development.

*Early Years Educator* (EYE) (www.earlyyearseducator.co.uk)
Includes articles on language development and ideas for activities that support literacy development.

**Videos**

Siren films (www.sirenfilms.co.uk)
A range of videos exploring communication and language.

The video 'Firm Foundations for Early Literacy' explores the development of language from three months to five years with a range of different activities to follow.

'Support Literacy' shows ways in which adults support literacy development in children up to five years.

**Websites**

www.foundationyears.org.uk
The main website to find resources and information about early years in England.

Includes information on the EYFS guidelines for all early years settings, including the updated September 2014 version.

# Unit 7: Making Healthy Food Choices for Children

## Delivery guidance

### Approaching the unit

In this unit learners will have the opportunity to develop their knowledge of the components of a balanced diet and understand why it is important for adults to support children's dietary needs and offer a wide variety of food choices across all food groups.

Independent research opportunities to investigate food groups and food labels would enable learners to understand the plethora of information available on websites, not all of which is independent or accurate.

A visit from a professional such as a health visitor, school catering manager, nutritionist or dietician could also provide additional up-to-date knowledge of current dietary advice and requirements.

First-hand knowledge of typical snacks, packed lunches and meals provided in childcare and education settings would be enhanced by visiting and comparing differences between settings.

Practical opportunities for learners to demonstrate their creative ideas for providing healthy snacks and packed lunches and trying them out on another group of learners, if feasible, would provide an opportunity for feedback on their suggested ideas.

### Delivering the learning aims

Fundamental to this unit is the knowledge and understanding of the components of a balanced diet and why this is especially important for children, not only with regard to physical development but also because the development of food preferences takes place during the first five years of a child's life. The more variety of food tastes experienced, the more likely children will continue to enjoy a balanced diet including all food groups.

In **learning aim A**, learners need to know what is meant by a balanced diet and need to be familiar with its components; this will include the food sources of fat, carbohydrates, proteins, vitamins and minerals as well as their main functions in maintaining healthy growth and development. Most importantly, they will need to understand the recommended daily intake for children aged from birth to eight years and the information provided on food labels informing dietary content and portion sizes. A varied approach to delivery, including independent research, presentations and group activities, will help learners discover and reveal the information required.

The benefits of a balanced diet include important factors linked to children's development, as studied in *Unit 1: Patterns of Child Development*. Learners will need to be able to demonstrate their understanding of the consequences of an unbalanced diet and, in particular, some of the effects of insufficient vitamins and minerals. Information from professionals involved with children's development and nutrition would be of benefit to learners if a visit could be arranged.

**Learning aim B** requires learners to focus on the responsibilities of adults in ensuring that children are provided with suitable foods reflecting any specific dietary needs. The reasons for specific dietary requirements need to be researched and shared with the group. The information on food labels researched in learning aim A could be used again here to inform choices of suitable foods to meet individual dietary needs.

This learning aim also asks learners to describe ways in which adults can encourage children to make healthy food choices. You could explore how adults in childcare and education settings encourage children to try new foods and make healthy food choices by arranging a visit to a setting to observe the food available at snack and meal times. A case study could be used to ask learners to assess how effective the setting is in providing suitable foods that meet dietary needs and how adults encourage children to make healthy food choices.

Learners should have an awareness of food hygiene requirements in relation to any activities involving the practical preparation of food. Any visit to settings will need to be supervised in line with local authority guidance on safeguarding, as well as health and safety regulations.

A case study based on a childcare setting outlining its current practices in providing for children's specific dietary requirements and an explanation of how adults encourage healthy food choices would reinforce learners' understanding in this area.

# Getting started

**This provides you with a starting point for one way of delivering the unit**, **based around the suggested assignments in the specification.**

| Unit 7: Making Healthy Food Choices for Children |
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| **Introduction**<br>Ask your learners to talk about their favourite meals and to think about any foods they wouldn't want to eat and why. List their responses and explain how these preferences are established between the ages of one and five years, underlining the importance of a balanced diet to meet the nutritional needs of children. |
| **Learning aim A: Understand the importance of a balanced diet to meet the nutritional needs of children from birth up to eight years** |
| <ul><li>Ask your learners to list some of the food and drinks they consumed over the weekend. On a whiteboard, write the following categories: carbohydrate, fat, protein, vitamins, minerals. Ask your learners to categorise their food and drink and estimate what percentage of their intake is represented by each category. Discuss with the whole group areas of their diet that may be lacking a balance of foods and nutrients.</li><li>Review your learners' understanding of the components of a balanced diet and why it is important with regard to young children's development (refer to the content of *Unit 1: Patterns of Development*).</li><li>Give a presentation on food groups and functions and sources, together with information on the recommended amounts required. Include information for adults and for children aged between birth and eight years. Save the presentation as a file for the group to access at a later stage as necessary.</li><li>Bring in a range of food packets for the class to study the labelling information. Discuss and explain some of the misunderstandings created by labelling, such as 'fat free', 'serves two', 'per 100 grams' portion calculation on a 150 gram package, percentage of recommended daily amount, etc.</li><li>Provide a copy of a typical weekly menu from a childcare setting and ask your learners to assess the dietary amounts provided, set against the recommended requirements. Ask your learners to suggest changes to the menu to meet requirements and improve it.</li><li>Using knowledge from *Unit 1: Patterns of Child Development*, ask your learners to create a leaflet listing the benefits of a balanced diet and the impact of a poor diet on the developing child.</li><li>Present evidence of the long- and short-term effects of an unbalanced diet, together with some case studies and website links to give your learners a better understanding of the importance of diet to children's development.</li><li>Ask your learners to research vitamin and mineral deficiencies and share their findings with the group using a PowerPoint® or chart presentation. Discuss and add information to their findings with regard to sources of vitamins and minerals for children aged from birth to eight years. Save the information so that the group can access it at a later stage and use it as part of their assignment information.</li></ul> |
| **Assignment 1:** Components of a Balanced Diet and the Effects of Diet on Health* |

| **Unit 7: Making Healthy Food Choices for Children** |
| :--- |
| **Learning aim B: Understand how adults can support children's dietary needs** |
| • In pairs, ask your learners to research the food allergies, intolerances and medical conditions that may affect someone's diet. They should create an information file to share with the whole group.<br><br>• Discuss as a group the differences between allergies and intolerances and possible medical reasons for particular food choices. Clarify any misleading information.<br><br>• Ask your learners to find out from a local setting how information regarding children's individual dietary needs is shared with staff. Show and discuss examples of forms requesting information.<br><br>• In pairs, ask your learners to research religious, cultural and ethical dietary choices and the reasons why parents' wishes should be respected. Continue with a group discussion and share the information as a chart. Save as a file for the group to access.<br><br>• Following on from the information presented on food labelling in learning aim A, ask your learners to list the information that is important when following specific dietary choices and requirements.<br><br>• If possible, ask your learners to taste some gluten-free, sugar-free and dairy-free foods and comment on the differences, if noticeable.<br><br>• Ask your learners to plan meals for children with different dietary requirements so that they can access foods similar to those served to other children.<br><br>• Based on their knowledge of recommended daily amounts, ask your learners to plan some healthy snacks and lunchbox ideas to tempt children to try different healthy foods.<br><br>• Give out a case study to enable your learners to identify ways in which adults support children's individual dietary needs and encourage healthy food choices at a childcare setting. Based on the case study, learners could assess whether the children's individual dietary needs are being met and whether children are being encouraged to make healthy food choices.<br><br>• Having planned some healthy snacks and lunchbox ideas, ask your learners to make several snacks. Invite parents or another group of learners in to taste and comment on the snack creations. Photograph and upload pictures to share in a file for the group to access.<br><br>• If possible, ask a school catering manager, health visitor or nutritionist to visit the group and advise on up-to-date thinking and policies that impact on dietary requirements.<br><br>• In small groups ask your learners to role play a discussion between a nursery manager and a parent, explaining the reasons why healthy eating is important to children and justifying nursery policy on no sweets or chocolate bars being allowed in packed lunches. Learners could go on to think about the ways in which parents might react to this conversation. They could also consider ways in which settings encourage parents to work with them to encourage healthy eating. |
| **Assignment 2:** Specific Diets and the Role of Adults in Supporting and Encouraging Healthy Eating for Children* |

*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development:

● *Unit 1: Patterns of Child Development*

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development:

● *Unit 14: Food and Mealtimes in the Early Years*
● *Unit 24: Cooking Activities with Children*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

### Textbooks

Barasi, M., *Nutrition at a Glance*, Wiley-Blackwell, 2007 (ISBN 978-1-405-13487-3)
This book provides information on the nutritional needs for different ages and stages.

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-447-94461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

Tassoni, P., Baker, B., Burnham, L., Hucker, K. and Squire, G., *BTEC National Children's Play, Learning and Development Student Book 2*, Pearson Education Ltd, 2013 (ISBN 978-1-446-90269-1)
This student book accompanies level 3 (Units 9–16, 18–20, 22, 24 and 28).

Dare, A. and O'Donovan, M., *A Practical Guide to Child Nutrition* (3rd edition), Nelson Thornes, 2009 (ISBN 978-1-408-50484-0)
An accessible book that provides guidance on basic nutritional information.

### Journals

*Nursery World* (www.nurseryworld.co.uk)
Regularly includes articles on cooking with children in nursery settings.

*Early Years Educator* (EYE) (www.earlyyearseducator.co.uk)
Includes articles on child health.

### Videos

British Nutrition Foundation (BNF)

Healthy eating video podcasts can be downloaded from the following website:
http://www.foodafactoflife.org.uk/index.aspx
These free podcasts cover a range of subjects, including macronutrients and ethnic health and diet.

**Websites**

www.food.gov.uk
The website for the Food Standards Agency provides details on current food hygiene legislation.

www.nutrition.org.uk
This is the website of the British Nutrition Foundation which provides information on nutrition.

www.nhs.uk/LiveWell/Goodfood
The NHS site for food choices.

# Unit 8: Introduction to Working in the Early Years Sector

## Delivery guidance

### Approaching the unit

In this unit learners will be given the opportunity to investigate career opportunities in the early years sector. Some learners may have clear ideas about which aspect of work with children they would prefer. However, this unit examines the role of workers in different settings and it will be helpful for learners to explore these to inform their career planning.

### Delivering the learning aims

In this unit learners will benefit greatly from the opportunity to be introduced to a wide range of early years settings to help them understand the different job roles of personnel in the early years sector. This may be achieved by visits to settings, by inviting guest speakers to your centre, or through media such as clips from documentaries, soap operas or newspaper articles.

For **learning aim A**, you could use real or fictitious case studies to help your learners to understand the personal attributes and qualities required for work in the early years sector and also how the qualities and attributes of personnel impact on children's health and development. The different types of early years settings that provide care and education are covered in this learning aim. Learners could interview family members or friends to explore how the differing needs of children and families can be met by a range of early years settings. Learners could investigate provision available in their local area and produce an information leaflet suitable for parents that explains the differences in the types of early years settings. Learners could draw on knowledge from *Unit 1: Patterns of Child Development* to think about how these qualities and attributes encourage children's development.

For **learning aim B**, you could invite guest speakers to help learners explore the roles and responsibilities of different early years personnel in both childcare and education and in management or advisory roles. Learners could prepare questions to ask the speakers to help them understand the scope of their different roles and this will provide an opportunity to discuss similarities and differences. Visits to early years settings, if possible, will help learners identify which job roles they may prefer and will be helpful to them when considering their own career pathway. Learners could be supported to carry out individual research into the qualifications, training and experience for their preferred job role in the early years sector, using the internet. This will be a useful starting point for their personal career planning.

This unit provides the opportunity of widening the expectations of learners to possible career options in the early years sector and it will be helpful and motivating for learners at this stage to have personal career aims.

# Getting started

**This provides you with a starting point for one way of delivering the unit**, **based around the suggested assignments in the specification.**

| Unit 8: Introduction to Working in the Early Years Sector |
| --- |
| **Introduction** <br> Ask your learners to think about their aims for their career in work with children. You could encourage them to reflect on their initial aims when they reach the end of the unit. |
| **Learning aim A: Investigate the role of workers in different types of early years settings** |
| <ul><li>Draw up with your learners a list of qualities and attributes needed for work with children. Ask them to work in small groups to consider the effects on children's wellbeing, learning and development if those working with them did not demonstrate the required qualities and attributes.</li><li>Visit an early years setting for learners to observe first-hand the adults in the setting demonstrating the qualities and attributes identified.</li><li>Give your learners case studies of families with different childcare needs and provide descriptions of different types of early years settings. Ask them to work in small groups to decide which setting or settings would best suit the needs of the families. They should then feed back to the whole group and justify their choices.</li><li>Split learners into small groups. Give each group a set of case studies linking the attributes of practitioners to patterns of children's development. Learners should discuss how the practitioners' qualities and attributes have had a positive effect on the children's learning and development.</li><li>Learners could be asked to complete a self-reflective diary looking at their own personal attributes and the type of early years organisation they might like to work in, in the future.</li></ul> |
| **Learning aim B: Explore roles, responsibilities and careers in the early years sector** |
| <ul><li>Invite guest speakers who work in early years childcare and education and in management/advisory roles to speak to your learners about their roles and responsibilities and their career path.</li><li>Ask your learners to carry out research into one of the job roles and find information about the responsibilities, qualifications, training and experience required. They should prepare a presentation for other learners, supported by a detailed fact sheet.</li><li>Ask your learners to prepare a poster about careers in work with children for use at a careers fair. It should include information about different career pathways and possible progression routes.</li></ul> |
| **Assignment 1:** Roles and Responsibilities of Personnel in Different Types of Early Years Settings and the Qualifications and Experience Required for These Roles* |

*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Children's Play, Learning and Development:

- *Unit 1: Patterns of Child Development*
- *Unit 3: The Principles of Early Years Practice*

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 33: Career Development in Early Years.*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

### Textbooks

Tassoni, P., *BTEC First Children's Play, Learning and Development Student Book*, Pearson Education Ltd, 2013 (ISBN 978-1-447-94461-4)
This textbook was written to support the teaching of the BTEC First in Children's Play, Learning and Development. It contains activity ideas, definitions for key terms/terminology and key information.

### Journals

*Nursery World* (www.nurseryworld.co.uk)
Journal and website covering all areas of childcare and education; often includes articles specific to children's development patterns and how these can be supported in a professional setting.

*Early Years Educator* (EYE) (www.earlyyearseducator.co.uk)
Monthly journal that provides coverage of activities, opinions and ideas relating to the early years.

### Websites

www.direct.gov.uk/NationalCareersService
Advice and information about careers in early years, and children and young people's services. Includes links to further sources of information.

www.cypnow.co.uk
Children and Young People Now. This site includes information and resources about careers and career profiles.

# Annexe

## Definitions of terms used in assessment criteria grids

Most assessment criteria start with a command word – 'describe', 'explain', 'evaluate', etc. These words relate to how complex a learner's answer should be.

Learners will need to provide evidence that meets the command-word requirements of a criterion. Some terms in the assessment criteria grids have particular meanings in the Children's Play, Learning and Development sector. For clarification, definitions are given below for each of the terms used.

You can use this glossary with your learners to:

● help them understand what the language used in the criteria means

● help them understand what they will need to do to attain a specific grade

● give further clarification on how their work has been assessed.

You may also find it useful as a means of providing further guidance when you are assessing learner work against the assessment criteria.

| Assessment word | Definition |
| --- | --- |
| Assess | Give careful consideration to all the factors or events that apply, and identify which are the most important or relevant. |
| Compare | Give the main points relating to two or more items/situations and explain the similarities and differences, and in some cases say which is best and why. |
| Describe | Give a clear description that includes all the important features. Think of it as 'painting a picture with words'. |
| Discuss | Consider different aspects of a topic, how they relate to each other and why they are important. |
| Evaluate | Bring together all information and review it to form conclusions, including strengths, weaknesses, other actions, data or information. |
| Explain | Provide details and give reasons and/or evidence to support an argument. |
| Identify | Indicate the main features or purpose of something. |
| Outline | Write a clear description, but not a detailed one. |