



DIPLOMA (1080GLH) IN CPLD SAMPLE TWO YEAR DELIVERY PLAN

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC National **Extended Diploma** in CPLD could be delivered over **two** years, highlighting assessment milestones and indicating where you can teach units holistically

This plan is intended to be used as guidance and is not the only possible delivery model.

Key

R = Revision for external assessment
EXT = External assessment
SA = Summative assessment
WEP = Work Experience placement

This is a suggested plan for the Extended Diploma, the largest of the BTEC National CPLD qualifications, which consists of 11 mandatory units and four optional units from a choice of 10. In addition, there is a requirement for learners to complete **750** hours of work placement in a variety of age ranges and settings throughout the length of the course. It is suggested that **400** hours are completed in year one and **350** hours in year 2. This ensures that there is adequate time should a learner have an illness during placement or need to complete additional hours. Placement hours should be recorded in the Practical Evidence Portfolio (PEP) that needs to be completed alongside the corresponding teaching of the units.

There are three units that are externally assessed with June exams. **Unit 1** is a traditional examination; **Unit 2** is a scenario-based task to be completed over a two-week period. The task is set and marked by Pearson and completed partially under supervised conditions. **Unit 4** consists of a research task to be completed over a six-week period. The task is set and marked by Pearson and completed partially under supervised conditions.

It is important that learners are ready for these assessments and so teaching should start early in the delivery and run for a whole year, culminating with **Units 1** and **2** examined at the end of the first year. This would allow an additional chance to re-sit these units if necessary in the second year in either the January or May/June windows.

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Units 9 and **10** are synoptic units in the Extended Diploma; learners will be expected to draw on their learning from across the qualification in order to complete defined tasks in these units. Learners complete the tasks using knowledge and understanding from their studies of the sector and will need to demonstrate that they are able to apply both transferable and specialist knowledge and skills.

Year 1

The plan shows units that could be taught together (not assessed together) since they have a natural correlation. It is suggested that **Units 3** and **5** are delivered in the first term as this ensures learners have a positive understanding of play and learning, and of the safeguarding and health and safety procedures when dealing with young children. It is also possible to complete one of the optional units in this term too and the plan shows **Unit 13** as that optional unit.

Units 9 and **11** can be taught in the second term as this allows learners to have started placement and have settled into work experience so that they are able to use the observations and assessments of children to inform planning and to link this with the EYFS curriculum. The observations will need time and therefore assessment will not be completed until term 3.

While much of term three will be taken up with intense revision for the external assessments it is important to ensure that the learners have started **Unit 10**, the reflective practice unit. This unit focuses on learners' self-reflection and teaching straddles both years. It is a synoptic unit and draws together learning from across all the course. While the final assessment for this unit will not be completed until term 5 of the second year, it is important that learners have reflected upon their first year, have given consideration to their current learning and begin to consider their expectations for year two of the course.

NB if you were to replace **Unit 13** with **Unit 7** (which would support **Unit 3** in term 1) this would ensure completion of the 540GHL Foundation Diploma in one year.

Year 2

There is another externally assessed unit in this year, **Unit 4**. It is suggested this is studied in year two as research skills are best implemented when the learner has a positive understanding of the working of the sector and this is best achieved at the end of substantial practice and knowledge of the sector. This unit is assessed over a six-week period with a controlled final assessment in May/June.

It is suggested that **Units 6** and **12** are taught simultaneously as they consider Children's Physical Care and Health Needs and Children's Development Outdoors. These could be completed in term five when the weather is better for outdoor play. Work should also be continuing on **Unit 10**. In term 5, **Unit 7** could be taught alongside **Unit 18**. This unit will require access to children under 3 years of age and so placement must be carefully considered at this point for correct delivery and assessment. These two units work well together as young children start to develop their self-esteem and self-worth, the under 3's placement will allow the learners to see this in action.

At the end of this term the final assessment for **Unit 10** should be completed. Although all placement hours may not be completed at this point, learners will have enough information to make valued judgements on their practice, their future requirements and will allow assessors time to redirect learners if there is anything that needs to be readdressed through the PEP or practice.

In term 6 the final term it is suggested that learners complete **Unit 8** and **Unit 21**. Learners should now be accomplished in many of the skills of an early years professional and should be able to interact correctly with adults in and out of the setting. They should have gained enough knowledge and skills that they could plan and support children. **Unit 21** should allow learners to work with other colleagues to demonstrate these skills and achieve with minimum guidance positive learning experiences for the children.

Term 6 also sees the completion of the externally assessed **Unit 4** with its six week research section and then summative controlled assessment in the final week.

It may also be possible to re-sit the two other external units, **1** and **2**, in either the January or May/June window.



Year One

Term 1 September to January

Unit	Unit title	GLH	Ass'ment method	1	2	3	4	5	6		7	8	9	10	11	12	13	14					
1	Children's Development	120	EXT											WEP Induction	WEP 1 day	WEP							
2	Development of Children's Communication Literacy and Numeracy Skills	120	EXT																				
3	Play and Learning	60	INT						SA												SA		
5	Keeping Children Safe	60	INT					SA													SA		
6	Children's Physical Development, Care and Health Needs	60	INT																				
9	Observation, Assessment and Planning	60	INT																				
10	Reflective Practice	60	INT																				
11	The Early Years Foundation Stage	60	INT																				
13	Healthy Eating in the Early Years	60	INT							SA												SA	

Term 2 January - April

Term 3 April - July

Unit	Unit title	GLH	Ass'ment method	15	16	17	18	19	20	21		22	23	24	25	26	27			28	29	30	31	32	33	34	35	36	37			
1	Children's Development	120	EXT	WEP	WEP	WEP	WEP																R	R	R	EXT						
2	Development of Children's Communication Literacy and Numeracy Skills	120	EXT																R	R	R			EXT	EXT	EXT						
3	Play and Learning	60	INT										WEP 1 day																			
5	Keeping Children Safe	60	INT																													
6	Children's Physical Development, Care and Health Needs	60	INT																													
9	Observation, Assessment and Planning	60	INT										SA			WEP	WEP	WEP										SA		WEP		WEP
10	Reflective Practice	60	INT																												SA	
11	The Early Years Foundation Stage	60	INT											SA							SA											
12	Children's Development Outdoors	60	INT																													
13	Healthy Eating in the Early Years	60	INT																													



Year Two

Term 4 September to January

Unit	Unit title	GLH	Ass'ment method	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15									
4	Enquiries into Current Research in Early Years Practice	120	EXT	WEP 1 day	WEP 1 day	WEP					WEP	WEP	WEP	WEP														
6	Children's Physical Development, Care and Health Needs	60	INT					SA																	SA			
7	Children's Personal, Social and Emotional Development	60	INT																									
8	Working with Parents and Others in Early Years	60	INT																									
9	Observation, Assessment and Planning	60	INT																									
10	Reflective Practice	60	INT																									
11	The Early Years Foundation Stage	60	INT																									
12	Children's Development Outdoors	60	INT													SA											SA	
13	Healthy Eating in Early Years	60	INT																									
18	Working with Children Under Three Years	60	INT																									
21	Children's Imaginative Play and Creativity	60	INT																									



Unit	Unit title	GL H	Ass' ment method	Term 5 January to April											Term 6 April to July														
				16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37				
4	Enquiries into Current Research in Early Years Practice	120	EXT	WEP	WEP													R	R	R	R	R	R	EXT					
6	Children's Physical Development, Care and Health Needs	60	INT																										
7	Children's Personal, Social and Emotional Development	60	INT						SA						SA														
8	Working with Parents and Others in Early Years	60	INT								WEP	WEP										SA							SA
10	Reflective Practice	60	INT												SA														
12	Children's Development Outdoors	60	INT																										
18	Working with Children Under three Years	60	INT							SA					SA														
21	Children's Imaginative Play and Creativity	60	INT																			SA							SA