

Early Years

September 2021 to August 2022

Guidance for:
BTEC Nationals, Technicals,
Firsts, Tech Awards and QCF
Level 1

Teaching, learning and
assessment



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Introduction

It is expected that COVID-19 will continue to impact teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners can continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended as a guidance for how you might adapt delivery for the BTEC qualifications in the Early Years sector in the academic year of 2021-2022.

We continue to work with the regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time subject content and practical activities have been

considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the [Teaching, Learning and Assessment pages](#) on Pearson's website or [contact us via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.

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Overview: Early Years

Adaptations to Assessments in 2021

Please refer to the assessment section on the [Teaching, learning and assessment 2021/2022](#) for adaptations to assessments and qualifications for the 2021-2022 Academic Year. Here you will find:

- Guidance on U-TAGs
- External and internal assessment guidance for 2021-2022.
- Teaching and Sector guidance, **including** [Additional Guidance for Childcare Qualifications, Mid-flight learners 2021/2022](#)
- Work Experience and Employer Engagement
- Assessment [FAQs 2021-2022](#)

Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification confers a licence to practice, or its primary purpose is progression to the workplace. Please note all adaptations apply to assessments completed by 31 July 2022.

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Social Distance

The delivery and assessment of most units within these qualifications do not require specialist equipment to support classroom teaching, learning and assessment. Centre specific risk assessments would determine risks and control measures for social distancing and risk assessments should be considered for control measures being used in the work placement.

Some assessment does require learners to be in close proximity (e.g. role plays). Centres are encouraged to have measures in place to enable them to be carried out safely and in line with COVID-19 safety policies and procedures.

Lost teaching time

Many learners will have lost teaching and work placement time during 2020-2021, and this could possibly impact on planning in 2021/2022, particularly where units require evidence from work placement or are needed for synoptic assessment later in the programme. Loss of work placement hours and experience could impact on learners' ability to draw on different examples to meet assessment requirements across different age ranges.

Those learners who have missed some teaching during - 2020-2021 may require some sessions to overcome this lost learning time where the theory and understanding will support units being delivered during 2021/2022. It is encouraged that centres revisit Assessment Plans to identify units that could be taught and assessed together and make use of optional units that do not require assessment based on placement experience.

Flexibility of delivery and assessment

For Early Years qualifications the delivery and assessment require evidence from the work placements to demonstrate core skills for working in the early years. Centres could adapt their delivery model, delivering more units long and thin, concentrating on teaching and assessing the theory elements of units first, leaving practical elements for later in the academic year, when work placements may be more accessible. Well-written scenarios could be used for some practical elements, where it would not be possible to carry these out in the work placement. Adaptations could be made, where learners observe and reflect on the practice of professionals, which could be supported by a professional discussion to confirm understanding and relevance in early years. This would provide flexibility when supporting

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practical elements of the course, which may be limited due to social distancing and/or the work placements own risk assessments.

What is important to retain the validity of the sector's qualifications?

Centres must ensure that all mandatory units are completed when a learner is undertaking a Licence to Practice size of the qualification. Due to the possible restrictions of access to Early Years settings, it is advised that centres choose optional units/learning aims that are more theory than practical based to ensure learners are not disadvantaged.

It is important to ensure that there is evidence available for the SV to identify where assessment criteria have been awarded so they can check that assessment decisions are accurate.

If learners do have access to Early Years settings, they should be encouraged to focus on the set of the Practical Evidence Portfolio skills as soon as possible, making use of Expert Witness Testimonies and reflective accounts to demonstrate successful completion of the skills.

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Work Placement

BTEC National Extended Certificate or Foundation Diploma in Children Play Learning and Development (CPLD)

The work placement hours for learners registered on the BTEC National Extended Certificate or Foundation Diploma in CPLD are recommended for mid-flight learners certificating in 2022. However, centres are encouraged to continue to work with Early Years settings to support learners in possibly accessing a placement. Below are some 'Work placement – Helpful suggestions'. Centres need to be mindful that if learners are registered on either the Extended Certificate or the Foundation Diploma size and plan to 'top up' to a Diploma or Extended Diploma size (Licence to Practice) in 2022/2023, then the adaptation of mandatory placement hours does not apply to them.

BTEC National Diploma or Extended Diploma in CPLD (Early Year Educator)

Learners registered on the BTEC National Diploma and Extended Diploma in CPLD are expected to undertake 750 hours of practical work placements in a minimum of two settings. There should be one interim, one final CPLD 3 and

one final CPLD 4 form for each placement. This means that a learner taking the Diploma and Extended Diploma must have a minimum of three reports with each placement. In order to meet the criteria of the Early Years Educator status, the learner must undertake placements in each of the age ranges listed below. This will ensure that the learner understands every aspect of children's further development:

- from birth to one year, 11 months
- from two years to four years, 11 months
- from five years to seven years, 11 months.

The learner must complete a minimum of 100 hours with each age group.

Learners completing the BTEC National Diploma or Extended Diploma in CPLD (Early Year Educator) in Summer 2022

For those learners certificating in Summer 2022, the 750 placement hours will be managed pragmatically, the overarching consideration being that the EYE criteria, as

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appropriate, is met during the learner's time on the programme.

To meet the work placement criteria this academic year a learner needs to demonstrate the following:

- Experience of a minimum of two different settings
- Minimum of 100 hours with each of the following age groups:
 - From birth to one year 11 months
 - From two years to four years 11 months
 - From five years to seven years 11 months
- Completion of the 100 Practical Evidence Portfolio (PEP) skills. Learners should refer to the [Practical Evidence Portfolio \(EYE\) Guidance 2021-2022](#) for support with skills that can be assessed by either a simulated activity or evidence gained from work placement. One CPLD 3 form and one CPLD 4 form for each age group.
- Learners who are progressing from the Level 2 qualifications with mandated work placements to Level 3 and certificating in summer 2022 are permitted to carry forward up to 25% of the total work experience/practice hours that were

undertaken during the completion of their Level 2 qualification.

BTEC Technical Diploma in CPLD (Early Year Practitioner)

Learners registered on the BTEC Technical Diploma in CPLD (Early Years Practitioner) carry out a minimum of 280 hours of practical work placement that will take place in Early Years settings that offer provision to children aged 0–5 years.

The Setting Supervisor assesses the learner's practice skills and formally records this at two stages on the interim and final Form TD-CPLD 2. Learners are visited twice by the School/College Assessor/Placement officer, and this is evidenced using the Form TD-CPLD 3. The Form TD-CPLD 3 should be completed during each placement visit. The School/College Assessor completes honest and comprehensive records about the learner's practice skills in relation to the unit assessment criteria. Form TD-CPLD 5
– Final sign-off sheet is used at the end of the learner's placement and completed by the School/College Assessor. It includes comments on

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the extent to which the learner has achieved each element of the Portfolio of Evidence.

Learners completing the BTEC Technical Diploma in CPLD (Early Year Practitioner) in summer 2022

For those learners certificating in Summer 2022, the 280 placement hours will be managed pragmatically, the overarching consideration being that the EYP criteria, as appropriate, is met during the learner's time on the programme.

Learners should focus on the completion of the criteria contained within the [Placement Experience Assessment Portfolio of Evidence \(EYP\) Guidance 2021-2022](#) for support with the practical criteria that can be assessed by either a simulated activity or evidence gained from work placement

Work placement – Helpful suggestions

- Assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk.
- Centres to have a strategy in place for reducing the risk and following local protocols.

- Reassuring employers by training assessors/teachers/tutors in infection control and following risk assessments.
- Using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit.
- Make use of an Expert Witness Testimony and training Expert Witnesses to provide valid evidence.
- Making use of remote technology for everything except observations e.g., assessors/teachers/tutors' meetings with the learner's supervisors or Expert Witnesses to discuss an observation.
- The only observations where remote technology can be used are those where there are no children present such as: personal development areas of competence.
- Planning for placement and phasing these for learners certificating in summer 2022 as a priority.
- Continue supporting all learners in accessing work placements to support internal and external assessments.
- Supporting employers by preparing learners in infection control and risk assessments.
- Working with employers to plan for placements.

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- Consider block placements rather than weekly for learners certificating in summer 2022.
- Remote/blended learning should continue when there are delays to accessing work placement.
- Centres could focus on the theoretical units/learning aims until learners are able to access work placements. For example, focusing on the theoretical teaching and learning for the mandatory Unit 3 (Learning Aim A and B) and return to Learning Aim C (Practically assessed) when learners can access placement. This should all be reflected on the Assessment Plan.

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Assessment and delivery

Unit Title	Remote delivery possible (✓ / X)	Socially distanced possible (✓ / X)	Comments
BTEC Tech Award Child Development (2018)			
Component 1: Growth and Development	✓	✓	This unit is application of knowledge and would not need adaptations.
Component 2: Play and Learning	✓	✓	<p>Learning Aim A could be delivered and assessed via both remote and socially distanced learning.</p> <p>Learning Aim B does benefit from learners being able to participate in play activities to support knowledge. It may be useful for learners to see videos from television programmes such as 'The secret life of 4 and 5 year olds'. There are also a range of short recordings on YouTube to enable learners to contextualise their learning and provide support through the assessment. It is important to note that whilst all five areas of development should be taught, only a minimum of three are required to be assessed in Learning Aim B.</p>
BTEC Technical BTEC Technical Diploma Children's Play Learning and Development (2019-EYP) Licence to Practice			

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<p>Unit 3: Developing Professional Practice Skills for Work in Early Years Settings</p>	<p>Partial</p>	<p>✓</p>	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the 'Demonstrate' assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support.</p>
<p>Unit 4: Supporting Children's Physical Care Routines</p>	<p>Partial</p>	<p>✓</p>	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the 'Demonstrate' assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support</p>
<p>Unit 5: Supporting Children's Learning Through Play</p>	<p>Partial</p>	<p>✓</p>	<p>This unit links directly to work in the setting.</p>

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			<p>Some elements can be delivered via remote learning e.g. theory. However, the 'Demonstrate' assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support.</p>
Unit 6: Supporting Children's Communication, Literacy and Language Development	Partial	✓	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the 'Demonstrate' assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor.</p>

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Unit 7: Developing Professional Practice in Early Years Setting	Partial	✓	<p>This unit is assessed through evidence from the work placement. This unit is designed to be assessed towards the end of the programme. If learners are in work placement, even if this is delayed, they should still be able to provide evidence for this unit. This unit could have some adaptations to the assessment requirements but would require evidence from work placement, so it does not impact on the validity of the qualification.</p> <p>Learning Aim, A could be assessed without evidence from work placement.</p> <p>Learning Aim B & C - If a learner cannot not be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and/or remote meeting could take place between the teacher in centre and the Early Years setting supervisor.</p> <p>Learning Aim D could not be adapted as this requires learners to reflect on evidence from work placement and a skills audit. As this is likely to be assessed at the very end of the programme, it would be anticipated that learners will have been able to attend work placement and completed all other internal units, so should be able to present suitable evidence for assessment.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
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BTEC Nationals in Children’s Play Learning and Development (2016 RQF) Including Extended Certificate, Foundation Diploma size and Licence to Practice (Early Years Educator) - Diploma and Extended Diploma size			
Unit 3: Play and Learning <i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i>	✓	✓	This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced. Consider delivering this unit long and thin, to allow for any delays in work placements. Learning Aim B and C requires learners to make links to work placement or a familiar Early Year setting. If learners are temporarily unable to access work placement, they could be provided with well-written case studies and/or YouTube clips demonstrating good practice. It is also encouraged that learners ‘demonstrate’ the support they would provide through role-play. Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support.
Unit 5: Keeping children safe <i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i>	✓	✓	This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced. Consider delivering this unit long and thin, to allow for any delays in work placements. Parts of this unit are assessed through work placement experience. Some elements could be simulated, to enable learners to practice skills if access to work placement is delayed. Well-written case studies could be used to

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			<p>provide evidence of knowledge of professional standards. Video clips from early years settings could also be used to enable learners to observe practice.</p> <p>If a learner cannot be observed in the workplace by a Centre Work Placement Officer, then an Expert Witness Testimony and/or remote meeting could take place between the Centre Work Placement Officer and the Early Years setting supervisor</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support.</p>
<p>Unit 6: Children’s Physical Development, Care and Health Needs</p> <p><i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>Learning Aim, A and C would not require any adaptations.</p> <p>Learning Aim B would require adaptations, if work placement is delayed or learners are unable, due to social distancing and/or the work placements risk assessment, to support children’s care routines. This requires close contact with children, which may not be permitted. Learners could collect evidence through discussions with practitioners and observing them supporting children’s physical care needs. Learners would be able to plan activities to support physical play but may not be able to support them.</p>

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			<p>Reflecting on good practice in supporting activities and/or observing staff implementing activities could provide evidence for this.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions for additional support.’</p>
<p>Unit 7: Children’s Personal, Social and Emotional Development.</p> <p>Diploma and Extended Diploma only</p> <p><i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>Much of this unit is theoretical and therefore would benefit from case studies, YouTube clips of television programmes/documentaries to provide learners with a contextual understanding through the delivery of this unit.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support.</p>
<p>Unit 8: Working with Parents and Others in Early Years</p> <p><u><i>Diploma and Extended Diploma only</i></u></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p>

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<p><i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i></p>			<p>Learners could observe staff working with parents and reflect on good practice seen. Learners could engage in professional discussion to show knowledge of good practice in working with parents and colleagues.</p> <p>If a learner is not able to be observed in the setting, a professional discussion between supervisors and Centre Work Placement Officers could take place remotely to collate evidence.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
<p>Unit 9: Observation, Assessment and Planning</p> <p>Diploma and Extended Diploma only</p> <p><i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>High quality video clips are available to support learners in practicing and completing observations</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
<p>Unit 10: Reflective Practice</p> <p>Diploma and Extended Diploma only</p>	Partially	Partially	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>It is strongly recommended that this unit is delivered towards the final term of the 2nd year of the programme, to consider any delays in work placement.</p>

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<p><i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i></p>			<p>Learning Aim, A and B would not require any adaptations. Learners in year 2 are likely to have had experience in work placement, to draw on examples for Learning Aim B. There may be restrictions on learners being observed in work placement and this could be adapted by a remote meeting/discussion between the Centre Work Placement Officer and supervisors in placement.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
<p>Unit 11: The Early Years Foundation Stage</p> <p>Diploma and Extended Diploma only</p> <p><i>Please note – There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</i></p>	<p>Partially</p>	<p>✓</p>	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>There may be restrictions on learners being observed in work placement and this could be adapted by a remote meeting/discussion between the Centre Work Placement Officer and supervisors in placement.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>

BTEC First in Children’s Care, Learning and Development (2006) Including: Certificate size and License to Practice – Diploma size

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Unit 1: Understanding Children's Development	Partial	Partial	<p>This unit links directly to work in the setting. Some elements can be delivered remotely, e.g. theory, but the assessment requires evidence of practice in work placement.</p> <p>It is recommended that this unit is delivered long and thin, to allow assessment to take place towards the end of the year, when there may be less restrictions in work placement.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
Unit 2: Keeping Children Safe	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p>Whilst it is best practice to complete a first aid certificate as part of this unit, evidence could be generated by centre-devised assessment and/or online first aid courses.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
Unit 3: Communication with Children and Adults	Partial	Partial	<p>This unit links directly to work in the setting. Some elements can be delivered remotely, e.g. theory, but the assessment requires evidence of practice in work placement</p> <p>It is recommended that this unit is delivered long and thin, to allow assessment to take place towards the end of the year, when there may be less restrictions in work placement.</p> <p>Professional discussion could be used with tutors and learners to demonstrate communication skills and this could be supported by</p>

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			<p>scenarios to show how/when different communication skills could be used.</p> <p>If a learner could not be observed in placement, by a Centre Work Placement Officer, then an Expert Witness Testimony and remote meeting could take place between the Centre Work Placement Officer and settings staff.</p> <p>Evidence of communication skills could be provided by an Expert Witness from the work placement.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
Unit 5: Professional Development, Roles and Responsibilities in Child Care	Partial	Partial	<p>This unit links directly to work in the setting. Some elements can be delivered remotely, e.g. theory, but the assessment requires ‘Demonstrate’, which requires evidence of practice in work placement.</p> <p>Should there be a delay to attending work placement then learners can be encouraged to view online You Tube scenarios/clips.</p> <p>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</p>
Unit 6: Supporting Children’s Play and Learning	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p>It may be useful for learners to see videos from television programmes such as ‘The secret life of 4 and 5 year olds’. There are also a range of short</p>

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			<p>recordings on 'YouTube' to enable learners to contextualise their learning and provide support through the assessment.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support</p>
Unit 7: The Development and Care of Babies and Children Under Three Years	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning, with some adaptations.</p> <p>It would be recommended that centres do not deliver this unit, if learners do not have access to work placement with children aged 0-3 years.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support</p>
<i>Unit 8: Providing Support for Children with Disabilities or Special Educational Needs</i>	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p>Mandatory Work Placement – Please see above section 'Work Placement – Helpful suggestions' for additional support</p>

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BTEC First in Children's Play, Learning and Development Including: Award and Certificate size			
Unit 2: Promoting Children's Development through Play	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p>It may be useful for learners to see videos from television programmes such as 'The secret life of 4 and 5 year olds'. There are also a range of short recordings on YouTube to enable learners to contextualise their learning and provide support through the assessment.</p>
Unit 3: The Principles of Early Years Practice	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p>It may be useful for learners to see videos from television programmes such as 'The secret life of 4 and 5 year olds'. There are also a range of short recordings on YouTube to enable learners to contextualise their learning and provide support through the assessment.</p>

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Thematic Guidance	Remote delivery (✓ X)	Socially distanced(✓ X)	Comments
BTEC QCF L1 – Caring for Children			
Knowledge and Understanding Unit 7, 11, 12, 18, 19	✓	✓	<p>These units require learners to produce assignments based on their theoretical knowledge and understanding. It is encouraged that learners take part in discussion and practical teaching and learning to enable them to complete the assessment.</p> <p>Where teaching and learning is remote, learners could be encouraged to make use of YouTube clips of children taking part in everyday routines such as ‘snack time’ in Early Years settings and remote presentations of the skills and knowledge they have gained.</p> <p>Well written case studies/scenarios will support learners in applying their understanding, for e.g. with Unit 7 ‘Communication Skills with Children’ learners could use scenarios to demonstrate how and why they communicate with children the way they</p>

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			<p>would. The use of storyboards instead of role-play can also be beneficial.</p> <p>Learners can watch programmes such as 'The secret life of 4 and 5 year olds', which will encourage contextualisation.</p> <p>When teaching and learning is not remote and access to a school/college is available, roleplay, the collection of observations, and one-to-one discussions with learners, would support the teaching and assessment of these units.</p>
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