

Specification

BTEC Nationals

Edexcel Level 3 BTEC Nationals in Children's Care, Learning and Development

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Ten principles for delivering an Edexcel Level 3 BTEC National qualification

This specification contains the rules and regulations, along with the units and associated guidance, to enable centres to design and deliver a programme of learning for the Edexcel Level 3 BTEC Nationals in Children's Care, Learning and Development. The qualification structures set out the permitted combination of units learners need to complete the qualification. Each unit sets out the learning outcomes and grading criteria along with content, advice and guidance regarding appropriate delivery and assessment strategies. The following generic principles need to be adhered to so that a BTEC qualification is delivered to the appropriate standard.

- 1 The specification:** The specification gives the information needed for the successful delivery and achievement of the units and the qualification as a whole. The specification is of importance to the learner and the tutor alike. Individual units can be delivered and studied in isolation but the learner and the deliverer should have access to the full information provided to support the programme of learning.
- 2 The website:** Centres need to make regular use of the Edexcel website (www.edexcel.org.uk) to ensure that they have the most up-to-date information. In particular, the requirements for the external verification of the qualification receive regular updates, and appropriate information for centres is posted on the website. It is the responsibility of the centre to ensure that they are familiar with the latest BTEC NQF Level 2/3 (including Short Courses at Levels 1-3) Handbook and that they implement any related policy documentation which may have been posted on the website.
- 3 Policy:** This specification gives details of our assessment and quality assurance procedures. It includes advice about our policy regarding access to our qualifications, the design of programmes of study and delivery modes. Centres must ensure that they follow the procedures and conform to the policies outlined.
- 4 Recruitment:** Centres are required to recruit learners with integrity. A fundamental aspect of this integrity is that centres take appropriate steps to assess each applicant's potential and make a professional judgement about the applicant's ability to be able to successfully complete the programme of study and achieve the qualification. Centres should ensure that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs.

- 5 Assessment:** Centres are required to use this specification to design and deliver a programme of learning that will enable learners to achieve the grading criteria stipulated in the unit grading grids. The programme of learning should consist of assignments which provide the opportunity for coverage of all grading criteria as set out in the grading grid for each unit. Assignments must be reliable and fit for purpose, giving learners every opportunity to generate evidence which satisfies the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments where appropriate.
- 6 Assignments:** Centres are encouraged to apply the grading criteria in a practical way. They should provide, wherever possible, a realistic scenario for learners to work with, and make maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to the learner's achievement.
- 7 National Qualifications Framework (NQF):** These qualifications have been accredited to the NQF and are eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000. Details of the qualification units can be seen on the QCA OpenQuals database (www.openquals.org.uk).
- 8 Qualification Accreditation Numbers (QANs):** The qualification titles feature in the funding lists published annually by the DfES and on the regularly updated website www.dfes.gov.uk/. The NQF QANs should be used by centres when they seek public funding for their learners. The QANs are listed in *Annexe A*.
- 9 Accreditation:** This specification may be updated during its period of accreditation and centres should refer to our website for the latest issue.
- 10 Approval:** Centres that have not previously offered BTEC qualifications must apply for, and be granted, centre approval before they can apply for approval to offer the programme. When a centre applies for approval to offer a BTEC qualification they will be required to enter into an 'approvals agreement'. The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

What are BTEC Nationals?

BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. The qualifications also provide career development opportunities for those already in work. Consequently they can provide a course of study for full-time or part-time learners in schools, colleges and training centres.

The family of BTEC Nationals includes Awards (usually 6 units), Certificates (12 units) and Diplomas (18 units) which offer opportunities for nested provision and flexibility of delivery.

BTEC Nationals are designed to relate to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). Some BTEC Nationals form the Technical Certificate component of Apprenticeships and all attract UCAS points that equate to similar-sized general qualifications.

On successful completion of a BTEC National qualification, learners can progress into or within employment and/or continue their study in the same vocational area.

BTEC National Award

The 360 guided learning hours (GLH) (usually 6 units) BTEC National Award offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC National Award is a qualification which can extend a learner's programme of study and provide vocational emphasis for learners following an Applied GCE or GCE route or a combination of both in their main programme of study. The BTEC National Award is especially suitable for more mature learners, who wish to follow a shorter programme of study directly related to their work experience or to an area of employment that they wish to move into.

BTEC National Certificate

The 720 GLH (usually 12 units) BTEC National Certificate provides a specialist work-related programme of study that covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC National Certificate offers flexibility and a choice of emphasis through the specialist units. It is broadly equivalent to two GCEs or the full award AVCE.

The qualification offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC National Certificate can extend their experience of work. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

BTEC National Diploma

The 1080 GLH (usually 18 units) BTEC National Diploma extends the specialist work-related focus available from the BTEC Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and is suitable for those who have decided that they wish to enter a particular area of work.

Some adult learners may wish to complete this qualification in order to enter a specialist area of employment or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC National Certificate programme.

Progression from the BTEC National Diploma could be into employment where learners might take professional body examinations or complete NVQs. Alternatively, learners could continue to degree or other higher-education programmes in the same vocational sector or in a related sector.

National Occupational Standards (NOS)

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

Relevant aspects of the NOS are addressed in the learning outcomes and content of the units, and these links are identified where appropriate.

The Edexcel Level 3 BTEC Nationals in Children's Care, Learning and Development relate to the following NOS:

Level 3 National Occupational Standards in Children's Care, Learning and Development.

Additionally, some underpinning knowledge may be gained for the Level 3 National Occupational Standards in Playwork.

Centres should note that the National Occupational Standards in Children's Care, Learning and Development apply to the 0-16 age range. BTEC Nationals in Children's Care, Learning and Development are also designed to cover underpinning knowledge for the 0-16 age range, unless stated otherwise in the units. The qualified practitioner status conferred by the National Certificate and Diploma in Children's Care, Learning and Development is for the 0-8 age range.

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

The BTEC Nationals in Children's Care, Learning and Development have been developed in the children's sector to focus on:

- education and training for children's care, learning and development employees
- providing opportunities for children's care, learning and development employees to achieve a nationally recognised Level 3 vocationally specific qualification
- giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the children's care, learning and development sector or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Advanced Practice in Work with Children and Families, or a Foundation Degree.
- giving learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

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

The BTEC Nationals in Children's Care, Learning and Development provide much of the underpinning knowledge for the National Occupational Standards in Children's Care, Learning and Development, as well as a good deal of the underpinning knowledge for the National Occupational Standards in Playwork. Consequently they act as a robust introduction to both sectors. They prepare learners for employment in the sectors or for Higher Education.

The BTEC Nationals in Children's Care, Learning and Development are also mapped to the Children's Workforce Development Council Induction Standards, the Northern Ireland Social Care Council Induction Standards and the themes of the Early Years Foundation Stage.

Successful completion of the BTEC National Certificate or BTEC National Diploma in Children's Care, Learning and Development confers Qualified Practitioner Status (for the 0-8 age group) to learners.

Learners will benefit from gaining a number of core units as well as a wide range of specialist units, according to their needs and interests. They will also benefit from gaining assessed work experience in the children's care, learning and development sector. These opportunities will aid career choices and potentially attract learners into the sector.

The specification lends itself to creative delivery, using learners' work experience as the focal point and enabling learning to be as active, practical and work-related as possible. Alongside this, it provides robust opportunities for learners to gain knowledge and understanding of a wide range of subject areas relating to children's care, learning and development.

The BTEC Nationals in Children's Care, Learning and Development encourage a holistic approach with strong links identified between the delivery and assessment of appropriate units. A key feature throughout the duration of the programme is the requirement for learners to complete a professional development portfolio, in order to achieve their Qualified Practitioner Status.

Structure of the qualification

Edexcel Level 3 BTEC National Award in Children's Care, Learning and Development

The Edexcel Level 3 BTEC National Award in Children's Care, Learning and Development consists of 5 core units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Centres should note that, in the BTEC National Award in Children's Care, Learning and Development, there is no compensation. Learners should successfully complete all units – ie achieve at least a pass grade, in order to achieve the whole qualification.

Edexcel Level 3 BTEC National Award in Children's Care, Learning and Development			
Unit	Core units	GLH	Level
1	Positive Relationships for Children's Care, Learning and Development	60	3
2	Positive Environments for Children's Care, Learning and Development	60	3
3	Promoting Children's Development	120	3
5	Safeguarding Children	60	3
38	Reflecting on Practice in the Children's Care, Learning and Development Sector*	60	3

*Unit 38: Reflecting on Practice in the Children's Care, Learning and Development Sector requires 60 hours of work experience to be completed.

Edexcel Level 3 BTEC National Certificate in Children's Care, Learning and Development

The Edexcel Level 3 BTEC National Certificate in Children's Care, Learning and Development consists of 7 core units plus specialist units that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Centres should note that, in the BTEC National Certificate in Children's Care, Learning and Development, there is no compensation for core units. Learners should successfully complete these - ie achieve at least a pass grade, in order to achieve the whole qualification.

Edexcel Level 3 BTEC National Certificate in Children's Care, Learning and Development			
Unit	Core units	GLH	Level
1	Positive Relationships for Children's Care, Learning and Development	60	3
2	Positive Environments for Children's Care, Learning and Development	60	3
3	Promoting Children's Development	120	3
4	Reflecting on and Developing Practice for Children aged 0-8**	120	3
5	Safeguarding Children	60	3
6	Promoting Children's Rights	60	3
7	Children's Learning Activities and Play	90	3
Unit	Specialist units		
8	Research Methodology for Children's Care, Learning and Development	90	3
9	Promoting Healthy Development and Living for Children and their Families	30	3
10	Promoting Wellbeing and Resilience in Children	30	3
11	Diet and Nutrition for Children	30	3
12	Physical Activities for Children	60	3
13	The Impact of Social Policy on Children's Care, Learning and Development	60	3
14	Psychological Perspectives on Children's Behaviour	90	3
15	Managing an Early Years or Playwork Environment	60	3
16	Coaching and Mentoring Children	30	3
17	Supporting Children's Numeracy Skills	60	3
18	Supporting Children's Literacy Skills	60	3

Unit	Specialist units (<i>continued</i>)	GLH	Level
19	Supporting Children's Information and Communication Technology Skills	30	3
20	Design and Technology for the Early Years Practitioner	60	3
21	Combined Science for the Early Years Practitioner: Life Processes and Living Things	30	3
22	Combined Science for the Early Years Practitioner: Materials and their Properties	30	3
23	Combined Science for the Early Years Practitioner: Physical Processes	30	3
24	Environmental Studies for the Early Years Practitioner	60	3
25	Modern Beliefs and Religions for the Early Years Practitioner	60	3
26	Information and Communication Technology for the Early Years Practitioner	60	3
27	Meeting Additional Requirements for Children's Care, Learning and Development	60	3
28	Using Specialist Communication Skills in Children's Settings	60	3
29	Specific Learning Difficulties: Dyslexia and Dyspraxia	60	4
30	Complementary Therapies for Children	60	3
31	Introduction to Playwork	60	3
32	The Playwork Environment	60	3
33	Self-directed Play	60	3
34	European Approaches to Children's Care, Learning and Development	60	3
35	The Development and Care of Babies and Children under Three years	60	2
36	Independent Learning in Children's Care, Learning and Development***	60	3
37	Academic Literacy in the Children's Care, Learning and Development Sector***	60	4

**Unit 4: Reflecting on and Developing Practice for Children aged 0-8 requires 800 hours of work experience to be completed.

*** Units 36 and 37 may not be combined in the same programme.

Edexcel Level 3 BTEC National Diploma in Children's Care, Learning and Development

The Edexcel Level 3 BTEC National Diploma in Children's Care, Learning and Development consists of 7 core units plus specialist units that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Centres should note that, in the BTEC National Diploma in Children's Care, Learning and Development, there is no compensation for core units. Learners should successfully complete these - ie achieve at least a pass grade, in order to achieve the whole qualification.

Edexcel Level 3 BTEC National Diploma in Children's Care, Learning and Development			
Unit	Core units	GLH	Level
1	Positive Relationships for Children's Care, Learning and Development	60	3
2	Positive Environments for Children's Care, Learning and Development	60	3
3	Promoting Children's Development	120	3
4	Reflecting on and Developing Practice for Children aged 0-8**	120	3
5	Safeguarding Children	60	3
6	Promoting Children's Rights	60	3
7	Children's Learning Activities and Play	90	3
Unit	Specialist units		
8	Research Methodology for Children's Care, Learning and Development	90	3
9	Promoting Healthy Development and Living for Children and their Families	30	3
10	Promoting Wellbeing and Resilience in Children	30	3
11	Diet and Nutrition for Children	30	3
12	Physical Activities for Children	60	3
13	The Impact of Social Policy on Children's Care, Learning and Development	60	3
14	Psychological Perspectives on Children's Behaviour	90	3
15	Managing an Early Years or Playwork Environment	60	3
16	Coaching and Mentoring Children	30	3
17	Supporting Children's Numeracy Skills	60	3
18	Supporting Children's Literacy Skills	60	3

Unit	Specialist units (<i>continued</i>)	GLH	Level
19	Supporting Children's Information and Communication Technology Skills	30	3
20	Design and Technology for the Early Years Practitioner	60	3
21	Combined Science for the Early Years Practitioner: Life Processes and Living Things	30	3
22	Combined Science for the Early Years Practitioner: Materials and their Properties	30	3
23	Combined Science for the Early Years Practitioner: Physical Processes	30	3
24	Environmental Studies for the Early Years Practitioner	60	3
25	Modern Beliefs and Religions for the Early Years Practitioner	60	3
26	Information and Communication Technology for the Early Years Practitioner	60	3
27	Meeting Additional Requirements for Children's Care, Learning and Development	60	3
28	Using Specialist Communication Skills in Children's Settings	60	3
29	Specific Learning Difficulties: Dyslexia and Dyspraxia	60	4
30	Complementary Therapies for Children	60	3
31	Introduction to Playwork	60	3
32	The Playwork Environment	60	3
33	Self-directed Play	60	3
34	European Approaches to Children's Care, Learning and Development	60	3
35	The Development and Care of Babies and Children under Three years	60	2
36	Independent Learning in Children's Care, Learning and Development***	60	3
37	Academic Literacy in the Children's Care, Learning and Development Sector***	60	4

**Unit 4: Reflecting on and Developing Practice for Children aged 0-8 requires 800 hours of work experience to be completed.

*** Units 36 and 37 may not be combined in the same programme.

Unit format

All units in Edexcel Level 3 BTEC National qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP). The unit title summarises and reflects the achievement in the unit.

NQF level

This is the level of the unit within the National Qualifications Framework (NQF). The level of the unit has been informed by the NICATs level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Guided learning hours (GLH)

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

Unit abstract

The unit abstract gives the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It gives the reader a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

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

Unit content

The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved. Evidence to meet the grading criteria will include relevant areas of the unit content as described in the assessment section of the unit. Where appropriate, this is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS).

The unit content sets out each learning outcome with prescribed key phrases or concepts listed in italics followed by the range of related topics. Detailed lists provide an indicative range to support the specific topic item. Not all of the unit content is expected to be assessed in every unit.

Grading grid

Each grading grid contains statements of the grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification in order to provide understanding and a consistent level of delivery and assessment. It is divided into the following sections:

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

Key skills

This section identifies any opportunities in the unit for learners to generate evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely solely on this section when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest version of the key skills standards.

Units

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Unit 1: Positive Relationships for Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The aim of this unit is to enable learners to develop an understanding of the importance of developing and promoting positive relationships with children, communicating with children and adults, and fostering positive relationships between children and other adults. There will be opportunities for learners to develop skills and strategies to communicate effectively with children and adults in children's care, learning and development environments.

The unit encourages learners to look at how children develop relationships with peers, as well as with other adults, and to identify strategies and practices that support children in developing these relationships. It also requires the learner to identify and understand the skills and information required to communicate effectively with other adults within children's care, learning and development settings, including awareness of issues such as personal and professional values and confidentiality.

The unit is intended to contribute to the underpinning knowledge required for all four elements of *CCLD 301: Develop and promote positive relationships* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to develop relationships with children
- 2 Be able to communicate with children
- 3 Be able to support children in developing relationships
- 4 Be able to communicate with adults.

Unit content

1 Be able to develop relationships with children

Developing relationships: adapt behaviour to the age, needs and abilities of individual children; helping children feel welcome and valued; negotiating with children to meet needs and preferences; involving children in decision making as appropriate; ensure behaviour is appropriate at all times; giving attention to individual children and groups as appropriate to the situation

Applying sector values in relationships with children: apply inclusive and anti-discriminatory practice; respect confidential information about children as long as this does not affect their welfare; maintaining children's welfare; showing value in what children say and feel through listening and responding appropriately; promoting children's self-esteem

2 Be able to communicate with children

Personal skills: non-verbal skills and behaviour, form and tone of expression, silence, eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity and orientation; importance of contact and cultural differences in interpretation of non-verbal communications

Verbal skills: form and tone of expression, questioning skills, clarifying and confirming, encouraging children's questions, ideas and suggestions, reflecting, listening

Identifying communication difficulties: recognising difficulties, adapting communication, being aware of barriers to interpreting expression, language differences including signed languages, sensory difficulties, emotional distress; barriers in the environment; barriers to understanding; assumptions, cultural differences, belief systems, stereotypes

Responding to communication difficulties: checking understanding, communication aids, adapting the environment, using skilled communicators, use of clear speech and plain language

3 Be able to support children in developing relationships

Encouragement: developing agreements about behaviour according to the requirements of the setting, supporting children in understanding other people's feelings, encouraging and supporting children to sort out conflict for themselves according to their ages, needs and abilities, encouraging and supporting other adults in the setting to relate positively with children

Distressed individuals: identifying distress in individuals, eg withdrawal, anger and aggression, supporting children who are upset and upset by others, identifying threats to self-esteem

4 Be able to communicate with adults

Showing respect: being polite and courteous, respecting other adults' individuality, needs and preferences

Responding to adults: listening actively, clarifying, confirming, responding appropriately to questions and requests

Recognising communication difficulties: adaptation of communication as appropriate

Managing disagreements: having a constructive approach to conflict and disagreement, showing respect for the views of others

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 use examples from placement to describe how relationships can be developed with children		
P2 use examples from placement to describe how to communicate with children	M1 explain why communication skills are important in developing relationships with children in placement settings	D1 evaluate own communication skills in terms of developing relationships with children in placement settings
P3 use examples from placement to describe how children can be supported in developing relationships	M2 explain methods used to support children in developing relationships	
P4 use examples from placement to describe how to communicate with adults.	M3 explain the importance of effective communication with adults in the children's care, learning and development sector.	D2 evaluate own communication skills in terms of developing relationships with adults in placement settings.

Essential guidance for tutors

Delivery

This unit needs to be delivered early in the programme in order to provide learners with the underpinning knowledge they require in order to prepare them for their work placements. The assessment, however, will be ongoing throughout the programme, as the learners' communication and interpersonal skills develop further.

The underpinning knowledge of this unit should be delivered with a mixture of tutor input and learner-led activity, such as role play and case studies, and learners should be given opportunities to develop and practise their interpersonal and communication skills. They should be encouraged to investigate methods of communication and relationship building and interpret interactions that are also relevant in children's care, learning and development settings.

Peer observations and class discussions will help to broaden learners' understanding. Investigation of the processes of teamwork will also enhance the delivery of this unit.

Learners should be encouraged to review, evaluate and improve their own skills in communication and interpersonal interaction skills. They should also be encouraged to consider factors that enhance communication, such as body language, trust, empathy, respect, responsiveness and attentiveness.

The tutor should act as facilitator by providing opportunities for learners to reflect on their own interpersonal and communication skills and those of others, in both one-to-one and group situations. The interpersonal and communication skills required to effectively work as a children's worker can be developed through work placement experience, video, discussions and role play. It may also be useful to invite guest speakers in from a variety of children's settings.

Learners need to develop an awareness of the factors that influence communication, and should be encouraged to investigate the process of initiating and maintaining relationships with children, families and others through the use of video, discussion and role play. As they progress through the course, learners will also benefit from reflecting upon practice seen in their work placements and their own role in communicating with others.

Learners should also be encouraged to demonstrate an awareness of the importance of communication skills in addressing issues of equality, diversity, rights and responsibilities of children and their families.

Assessment

Evidence for this unit will be based on learners' work placement experiences, and should be supported by the use of checklists and placement reports. Checklists could be used either by supervisors or by visiting tutors in placement settings. Assessment of this unit is likely therefore to take place towards the middle or end of the learners' programme, in order to allow time for the development of skills and gathering of evidence.

For all the pass criteria, learners need to produce a piece of writing describing aspects of communication or relationship building, as appropriate. They need to provide examples from their placements in order to support their descriptions. Such examples should come from a range of placement settings.

In order to achieve a merit grade, learners need to also provide explanations that demonstrate understanding, for example, of why communication skills are important in developing relationships with children in placement settings. Thus M1 links with P1 and P2, M2 with P3, and M3 with P4. For M1, for example, learners should provide a rationale for their use of different skills in different situations, such as sitting as opposed to standing when communicating with children.

In order to achieve a distinction grade, learners need also to reflect on and review their own communication skills with both children and adults. This could include consideration of, for example, reasons why particular communication skills were used in a given situation, and the possible perception of others. This could lead on to consideration of how communication skills might be adapted to meet similar or changing situations.

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

The knowledge and skills gained during progression through this unit link to and underpin all other units in the programme.

This unit will provide the underpinning knowledge required for all four elements of *CCLD 301: Develop and promote positive relationships* of the Level 3 NVQ in Children's Care, Learning and Development, and *PW8: Develop and promote positive relationships* of the Level 3 NVQ in Playwork.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice

CCLD 308: Promote children's wellbeing and resilience

CCLD 338: Develop productive working relationships with colleagues.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Health and Social Care:

Unit HSC31: Promote effective communication for and about individuals.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

- Standard 1: Understand the principles and values essential for working with children and young people
- Standard 2: Understand your role as a worker
- Standard 4: Know how to communicate effectively
- Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

- Standard 1: Understand the principles of care
- Standard 4: Communicate effectively
- Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, improving own learning and performance and working with others.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the meaning of different body language/gestures in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- people/day-to-day interactions, eg school/college or local counsellors, special need tutors, project workers, speech therapists, psychologists, social workers
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- audio and visual recording equipment
- audio and visual records, eg television interviews, soap operas, chat shows, magazines or newspapers.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 1*
(Nelson Thornes, 2007) ISBN 09780748781973

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book*
(Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook*
(Nelson Thornes, 2006) ISBN 0748796045

Websites

www.sirenfilm.co.uk Siren Film and Video Ltd

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from placement to describe how relationships can be developed with children • use examples from placement to describe how relationships can be developed with children • use examples from placement to describe how relationships can be developed with children. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from placement to describe how to communicate with adults • use examples from placement to describe how to communicate with adults • use examples from placement to describe how to communicate with adults. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from placement to describe how children can be supported in developing relationships • use examples from placement to describe how children can be supported in developing relationships • use examples from placement to describe how children can be supported in developing relationships. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 2: Positive Environments for Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit aims to develop the knowledge and skills required in order for learners to be able to establish and maintain a healthy, safe and secure environment for children. This includes learners gaining understanding of legislation, policies and procedures in a childcare setting.

The unit also includes learning about the correct procedures for dealing with accidents, injuries, illnesses and other emergencies, and how these procedures should be supervised.

The care of babies and young children is fundamental to early years work, and the unit also provides the knowledge, understanding and opportunities for skill development required by early years workers in all aspects of this care.

The unit is intended to contribute to the underpinning knowledge required for all three elements of *CCLD 302: Develop and maintain a healthy, safe and secure environment for children* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how to establish and maintain a healthy, safe and secure environment for children
- 2 Know how to supervise procedures for accidents, injuries, illnesses and other emergencies
- 3 Understand how to care for babies and children aged 0-8 years
- 4 Be able to demonstrate development of the skills required to care for babies and children aged 0-8 years.

Unit content

1 Know how to establish and maintain a healthy, safe and secure environment for children

Information: up to date, accurate; concerning health, safety and security requirements for setting; legislation and guidelines; policies of setting, eg with regard to handling and disposing of body fluids and waste, administration of medicines, adult/child ratios, control of access, locked doors, visitors, policies for child collection; statutory and regulatory arrangements covering health and safety for children, colleagues, families and visitors

Legislation and guidelines: home country; relevant sections from, eg Health and Safety at Work Act 1974, Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Management of Health and Safety at Work Regulations 1999, Control of Substances Hazardous to Health Regulations (COSHH) 2002, Children Act 2004, Childcare Act 2006

Risks: eg possibility of injury and harm to children/colleagues/families/visitors, possibility of infection, possibility of danger

Risk assessment: applied to indoors, outdoors, on outings; checking of all areas of setting, identifying hazards, assessing risks from each hazard, removing hazards if appropriate, establishing procedures for managing to an acceptable level risks from hazards that cannot be removed, making improvements in line with changing circumstances and requirements

Risk assessment procedures: sharing of information; following procedures; supervising children appropriate to the levels of risk and their ages, needs and abilities; assessing health, safety and security of setting before starting, during, and at the end of work activities; security of children's arrival and departure procedures; safety checking of indoor and outdoor environments before, during and after sessions, eg facilities, equipment, materials, toilets/washing areas; potential hazards from animals in the setting; planning of outings

Procedures for hygiene control: for infection prevention and control; personal hygiene; food handling; disposal of different types of waste; cleaning procedures; dealing with spillages; handling body fluids; issues concerning spread of HIV/AIDS virus and hepatitis; recording and reporting procedures

2 Know how to supervise procedures for accidents, injuries, illnesses and other emergencies

Procedures: identifying accidents, injuries, signs of illness and other emergencies promptly; following and ensuring that others follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely; making sure that self and others are not put at unnecessary risk; providing comfort and reassurance for those involved; making sure that first aid and medication are provided according to the correct procedures; following the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies

Signs and symptoms: common childhood illnesses and allergies

First aid: undertake a recognised qualification; appropriate contents of a first aid kit

Emergency procedures: of setting; covering fire, missing children, evacuation

3 Understand how to care for babies and children aged 0-8 years

Routines and care needs of babies and young children: 0-1, 1-3, 3-5, 5-8, for care of skin, hair, teeth; bathing, nappy changing, toilet training; rest, sleep, play, physical activities; planning, implementing and evaluating routines, promoting self-reliance and confidence

Feeding: principles of nutritional requirements/healthy diet; current practices, infant feeding, breast and bottle feeding, frequency and amounts, weaning; allergies

Communicating with babies and children: touching, massaging, crying, talking, stimulating, praising

Management of a distressed baby: reasons why the baby is distressed, eg teething, colic; recognition of unusual conditions, reporting unusual conditions

Clothing and footwear: appropriate footwear/clothing; adapting to conditions, eg time of year; care of clothing and footwear

Care of equipment and toys: cleaning; safe storage

4 Be able to demonstrate development of the skills required to care for babies and children aged 0-8 years

Care routines: for care of skin, hair, teeth; bathing, nappy changing, toilet training; rest, sleep, play, physical activities; planning, implementing and evaluating routines, promoting self-reliance and confidence

Feeding: preparation of feeds, bottle feeding, weaning

Communicating: interpersonal skills; holding, supporting, talking, establishing and maintaining eye contact, stimulating, praising, playing, soothing a distressed baby

Clothing: dressing, undressing; care of clothing and footwear

Care of equipment: cleaning and storage, eg feeding equipment, bath, cot/bed, toys

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe legislation and policies relating to the health, safety and security of children in a care setting	M1 explain how legislation, policies, and procedures for risk assessment and hygiene control establish and maintain a healthy, safe and secure environment for children	D1 evaluate how legislation, policies and procedures in a childcare setting establish and maintain a healthy, safe and secure environment for children
P2 describe procedures for risk assessment and hygiene controls in a childcare setting	M2 explain how to ensure that procedures for dealing with accidents, injuries, illnesses and other emergencies are followed effectively	
P3 describe procedures for dealing with accidents, injuries, illnesses and other emergencies		
P4 undertake a recognised first aid qualification		

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 describe how to care for babies and children aged 0-8 years	M3 explain how to care for and develop the skills required for babies and children aged 0-8 years.	D2 evaluate own skills in caring for babies and children aged 0-8 years.
P6 demonstrate the skills required to care for babies and children aged 0-8 years.		

Essential guidance for tutors

Delivery

This unit will need to be delivered in a manner that combines formal input, practical demonstrations and practice opportunities. It may be useful for learners to make visits to a variety of work placements in order for them to observe care practices and routines.

It is suggested that this unit be delivered at an early stage in the programme, so that learners gain awareness of the safety considerations required in the care of babies and young children, and have a foundation for the development of practical skills in their work placements. It is important that the practical skills of caring, such as bathing, feeding and nappy changing, are learned and practised through simulation in the classroom.

It may be useful to have outside speakers to talk about care routines as well as health, safety and security considerations. Internet research could be a useful tool for finding out about relevant legislation.

Learning outcome 1, regarding the establishment and maintenance of a healthy, safe and secure environment for children, could be delivered through a mixture of tutor input and learner research.

Learners will need to find out the policies and procedures in children's settings, through their placements and relevant visits. These can be discussed in class with tutor guidance and input. Likewise, procedures for risk assessment and hygiene control can be investigated by learners and used as the basis of small group or class discussions or presentations.

Learning outcome 2 will require tutor guidance and input. There will need to be discussion of the procedures for dealing with accidents, injuries, illnesses and other emergencies, and also how to ensure the supervision of correct procedures. The different types of accidents, injuries, illnesses and emergencies found in a childcare setting will need to be fully explored, together with what the correct procedures are and/or should be.

Learners will need to undertake a recognised first aid qualification. Such a qualification needs to comply with:

- the Surestart Criteria for paediatric first aid courses for early years and childcare settings
- the Resuscitation Council (UK) guidelines for paediatric life support.

A suitable qualification is the Edexcel Level 2 BTEC Award in Paediatric First Aid. Details of this can be found on the Edexcel website (www.edexcel.org.uk). Delivery and assessment will need to be carried out by a suitably qualified and experienced practitioner.

Learning outcome 3 requires learners to have good knowledge and understanding of the care of babies and young children aged from 0 to 8 years. This will require input from a tutor or visiting speaker who has relevant professional qualifications, experience and current knowledge.

Learning outcome 4 builds on learning outcome 3 and will be practical in nature. Simulation in the classroom will be necessary in order to deliver this aspect of the unit.

Assessment

It is suggested that the timing of assessment activities should in the main correspond closely to that of delivery for this unit.

Learning outcome 1 is assessed by P1, P2, M1 and D1 and this could form the basis of the first assignment for the unit.

Having undertaken research into legislation and policies relating to the health, safety and security of children in a care setting, together with discussion and tutor input, learners should now be able to undertake P1, which requires them to describe the relevant legislation and policies.

Similarly, following their research in childcare settings and class discussions, learners should be able to undertake P2, which requires them to describe procedures for risk assessment and hygiene control in a care setting. Learners can then go on to explain how legislation, policies and procedures for risk assessment and hygiene control establish and maintain a healthy, safe and secure environment for children, thus enabling them to meet M1.

Following this, learners can work towards meeting D1, which requires them to evaluate how legislation, policies and procedures in a childcare setting establish and maintain a healthy, safe and secure environment for children. Evaluation involves describing strengths and weaknesses, and considering the balance of the two.

Learning outcome 2 is assessed through P3, P4 and M2. It is suggested that P4, undertake a recognised first aid qualification, should be delivered and assessed separately. The Edexcel Level 2 BTEC Award in Paediatric First Aid is suggested for this purpose.

A short written assignment can be used to provide evidence for P3, requiring learners to describe procedures for dealing with accidents, injuries, illnesses and other emergencies, and explain how to ensure that procedures for dealing with accidents, injuries, illnesses and other emergencies are followed effectively for M2.

Learning outcomes 3 and 4 relate to each other and are assessed through P5, P6, M3 and D2. Learners need to describe how to care for babies and children aged 0-8 years in detail, covering all aspects of the content, in order to meet P5. They are required to explain this for M3.

For P6 learners are required to provide evidence that they have developed the skills needed to care for babies and children 0-8 years. This links to their work placement activities and evidence will be needed in the form of placement supervisor/tutor reports, witness statements and self-assessments. The assessment links to that required for *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*, and evidence can be used towards both units.

D2 requires learners to evaluate their own skills in caring for babies and children 0-8 years. They need to consider their own competencies, strengths and weaknesses and the balance between the two, and identify areas for improvement.

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

The knowledge and skills gained during progression through this unit link to and underpin many other units in the programme.

The unit is intended to contribute to the underpinning knowledge required for all three elements of *CCLD 302: Develop and maintain a healthy, safe and secure environment for children* of the National Occupational Standards in Children's Care, Learning and Development, and *PW7: Develop and maintain a healthy, safe and secure environment for children* of the National Occupational Standards in Playwork.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice

CCLD 308: Promote children's wellbeing and resilience

CCLD 314: Provide physical care that promotes the health and development of babies and children under 3 years.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 3: Understand health and safety requirements

Standard 6: Safeguard children (keep them safe from harm)

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 2: Understand the organisation and the role of the worker

Standard 3: Maintain safety at work

Standard 4: Communicate effectively

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, improving own learning and performance and working with others.

Health and safety issues can be introduced through the teaching of this unit by, for example, consideration of risk assessment and hygiene control in a childcare setting.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- access to a variety of placements allowing learners to fulfil the requirements of the unit in terms of the 0-8 age range
- childcare equipment
- first aid equipment
- first aid box
- the necessary resources to provide learners with a recognised first aid qualification
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Duffy A – *Working with Babies and Children under Three* (Heinemann, 2006)
ISBN 9780435987312

Green S – *BTEC National Children's Care, Learning and Development Book 1*
(Nelson Thornes, 2007) ISBN 09780748781973

Kay J – *Good Practice in Childcare* (Continuum International Publishing Group, 2004)
ISBN 0826472737

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Stoppard M – *Complete Baby and Childcare* (Dorling Kingsley, 2006) 1405311177

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Child Education

Websites

www.boots.com

Boots

www.childcarelink.gov.uk

National and local childcare information

www.childcare.net

Childcare online

www.food.gov.uk

Food Standards Agency

www.resus.org.uk

Resuscitation Council (UK)

www.sirenfilms.co.uk

Siren Film and Video Ltd

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

www.welltown.gov.uk

Welltown resource for family health

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe procedures for risk assessment and hygiene control in a childcare setting describe procedures for risk assessment and hygiene control in a childcare setting describe legislation and policies relating to the health, safety and security of children in a care setting describe legislation and policies relating to the health, safety and security of children in a care setting. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertake a recognised first aid qualification undertake a recognised first aid qualification undertake a recognised first aid qualification. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • demonstrate the skills required to care for babies and children 0-8 years • demonstrate the skills required to care for babies and children 0-8 years • demonstrate the skills required to care for babies and children 0-8 years. 	<p>W03.1 Plan work with others.</p> <p>W03.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>W03.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 3: Promoting Children's Development

NQF Level 3: BTEC National

Guided learning hours: 120

Unit abstract

The aim of this unit is to provide learners with the opportunity to develop detailed knowledge and understanding of growth and development in children aged from 0 to 16 years. Related to this understanding is the observation of such growth and development, which facilitates the study of children's development in order to assess individual children and so plan to promote their development.

The first part of this unit looks at the principles and theories underpinning development. An overview of conception and the developing foetus is provided, as well as factors that may influence development both positively and negatively. Learners will explore how to promote development in this age range, as well as gain an in-depth understanding of children's physical, emotional, social, cognitive and language development.

The second part of the unit concerns the observation of children, which underpins work in the sector. Observation needs to be as objective as possible, and it is consequently important that potential childcare workers develop the necessary skills in order to carry out observations objectively and effectively, and with due consideration for ethics.

Learners will be introduced to a number of observational techniques and will gain understanding of their use. They will explore and practise different methods of observation that are appropriate in different situations and for different purposes.

Learners will also become aware of the pitfalls involved in observing children. They will learn to be cautious in making interpretations and conclusions from observations, objectivity being affected by an individual's perception as a result of attitudes, beliefs, values and experience.

Finally, learners are required to use observational skills to carry out a longitudinal study of a baby or young child, thus bringing together the developmental and observational aspects of this unit.

The unit is intended to contribute to the underpinning knowledge required for all four elements of *CCLD 303: Promote children's development* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the expected patterns of development from 0-16 years
- 2 Know how to promote development across age ranges
- 3 Understand objectivity and ethics when observing children
- 4 Understand the use of observation
- 5 Be able to use techniques of observation to carry out a longitudinal child study.

Unit content

1 Understand the expected patterns of development from 0-16 years

Conception to the end of the first year of life: process of conception and the role of the gametes, rates and sequences of embryonic and foetal growth

Factors influencing embryonic and foetal growth: eg alcohol and foetal alcohol syndrome, folic acid and neural tube disorders, smoking, substance abuse, infections, genetic disorders

Birth: process, role of hormones, role of midwife

Main principles of children's development: holistic and interconnected, different rates but broadly the same sequence, head to toe, inner to outer

Theories: nature/nurture debate

Stages and sequences: normal ranges of development, milestones, percentiles

Physical development: gross and fine motor skills, 0-3 years, 3-7 years, 7-12 years, 12-16 years

Emotional development: attachment, development of multiple attachments, self-concept, personal identity, eg Bowlby, Schaffer, Mead, Cooley, Freud; emotional development of older children; 0-3, 3-7, 7-12, 12-16 years

Social development: pro-social behaviour, moral development, development of aggression, managing unwanted behaviour, eg conditioning, reinforcement, social learning, imitation, roles, models, peer groups; social development of older children; 0-3, 3-7, 7-12, 12-16 years

Cognitive and language development: vision, studies of children's perception, hearing, reception, expression, speech, language and thought, eg Piaget, Bruner, Chomsky; cognitive and language development of older children; 0-3, 3-7, 7-12, 12-16 years

Factors affecting growth and development: eg motivation, adult expectations, health status, genetic inheritance, gender, family background, social, cultural, financial, economic and environmental factors; agencies working for and with young children; factors affecting older children; 0-3, 3-7, 7-12, 12-16 years

Play: the role of play in supporting children's development

2 Know how to promote development across age ranges

0-3 years

Environment: provision of a safe, secure and encouraging environment in partnership with families; inclusive, anti-discriminatory; supporting physical needs, social needs, emotional wellbeing and intelligence; close and consistent relationships and importance for mental health; baby/child friendly

Meeting physical needs: eg safety, nutrition/healthy eating, sensitive toilet training

Encouragement: learning, creativity, appropriate independence, expression of choices and individual preferences, awareness of themselves and of others; support when making transitions from one situation to another; play with and alongside babies and children; realistic, positive, consistent and supportive responses to children's behaviour; support during transition within or between settings; physical skills, gross and fine motor skill development

Support learning: supporting play, exploration, problem solving; sensory learning through provision of appropriate sensory materials and experiences; everyday routines; early literacy and counting

Communication: use different types of verbal and non-verbal communication to meet all children's needs, eg talking, listening, turn-taking, eye contact, songs, rhymes; support early interest in reading and mark-making, using mathematical language; support for children whose home language is not English or Welsh

3-7 years

Environment: provision of a safe, secure and encouraging environment in partnership with families; inclusive, anti-discriminatory; supporting physical needs, social needs, emotional wellbeing and intelligence; age-appropriate activities, materials and experiences to support learning and development; child friendly

Meeting physical needs: encourage healthy eating and life style

Encouragement: creativity; play and exploration; allow children to assess and take risks without under or over protection; be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage independence but provide close, consistent and reliable relationships enabling the growth of self-esteem and resilience; support children through transitions, eg starting school; physical skills, gross and fine motor skill development

Support learning: support play and learning activities; support emerging writing, interest in books and print, use of books and stories; use of maths language, counting, sorting, matching, using mathematics in the environment; problem solving

Communication: use different types of verbal and non-verbal communication to meet all children's needs, eg talking, listening, turn-taking, eye contact, songs, rhymes; be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting, ensure that the needs of all children are being met including those with disabilities or special educational needs; support for children whose home language is not English or Welsh

7-12 years

Environment: provision of a safe, secure and encouraging environment; inclusive, anti-discriminatory; provide opportunities for exploration and different experiences, stand back and allow children to assess, take risks and face challenges for themselves according to their abilities, needs and stage of development; support emotional wellbeing and the development of emotional intelligence; give meaningful praise and encouragement; be a listening ear when needed; support children as they move between settings

Meeting physical needs: recognise and acknowledge children's particular needs as they enter puberty and ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage healthy life styles, healthy eating and exercise

Learning: provide opportunities for exploration and diverse experiences; support creativity; support information handling, written communication, mathematical and scientific interest

Communication: encourage a wide range of communication strategies; answer questions with sensitivity, encouraging independence and being available in a supportive role; talk honestly and raise awareness of issues in line with children's questions about drinking, smoking, illegal drug use, sexuality and sexual development; support for children whose home language is not English or Welsh

12-16 years

Environment: provide an encouraging, safe and emotionally secure environment that recognises approaching adulthood, give meaningful praise and encouragement; inclusive, anti-discriminatory; support emotional wellbeing and intelligence; provide information and support as children make career, education and training choices, provide opportunities for children to assess and take risks and face challenges; support during transitions

Meeting physical needs: provide information about healthy lifestyles according to accepted guidelines, provide information about the health and welfare issues arising from smoking, illegal drug abuse, sexual practices

Learning: encourage creativity and creative solutions; encourage choices and positive decision making; support information handling and assessing the value of information

Communication: encourage a wide range of communication strategies; negotiate and communicate with children, valuing and incorporating their opinions and views; answer questions with sensitivity and be available in a supportive role

3 Understand objectivity and ethics when observing children

Objectivity/subjectivity: definitions and examples, validity, reliability and error

Perception: perceptual tricks - interpreting visual images differently, eg the old woman/young girl, vase/two faces, the triangle containing Paris in the Spring

Attitudes, values and beliefs: eg Allport

Bias: eg selection of child, activity, time of day

Ethical protocols: necessary permissions, consultations, information, approval, involvement, negotiation, reporting, explicit authorisation

Confidentiality: security of information, disclosure of information

Rights: rights of refusal, non-participation

Responsibility: accuracy, validity, purpose

4 Understand the use of observation

Purpose: assessment, reporting, planning; legal requirement; framework for observation and assessment; gain information about, eg developmental stage, progress, aspects of health/wellbeing, behaviour

Planning: permissions, preparation of documentation, decision about aim, method, activity

Undertaking observation: being unobtrusive, minimising distractions

Observational methods: written narrative/running record, target child, time sample, event sample, checklist, graphs and charts, longitudinal, cross-sectional, structured recording system

Participant observation: definition, uses

Groups: sociograms, mapping, field notes, observation schedules, audio/video recordings

Comparison of methods: uses in different situations, advantages and weaknesses

Limitations with methods: eg memory, unfamiliarity with checklist or structured method

Limitations with recording: eg writing quickly enough, illegible notes

Interpretation: eg significant learning or achievement, changes in behaviour; basis of planning provision

Assessment: formative, summative; comparison with milestones, relation to child development theorists, achievement of curricular objectives, basis for planning future play/learning activities/provision, identifying developmental delay

Recording/reporting/sharing of information: confidentiality; permissions; partnership with parents; sharing findings as appropriate and according to the procedures of the setting; referring concerns, eg particular difficulties, suspected neglect or abuse; psychological or legal evidence

5 Be able to use techniques of observation to carry out a longitudinal child study

Longitudinal study:

Baby or young child: 0 -3 years

Planning: aspects of development, choice of child, initial information gathering, number of observations, choice of appropriate techniques

Ethical considerations: protocols observed, confidentiality, rights, responsibility

Range of observational techniques used: comparison of methods, limitations of methods and recording

Considerations of objectivity: bias, effects of attitudes and perceptions, validity, reliability, error

Carry out the observational study: measurements, eg weight/height at different stages, caring routines, feeding, play, toys, clothing, physical, intellectual, emotional, social, language and communicative aspects of development

Use of the observational study: interpretation of observations, assessment, reporting, planning

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the expected patterns of development from 0-16 years and the factors affecting development	M1 explain the expected patterns of development from 0-3 years and the factors affecting development	
P2 describe how development can be promoted across the 0-16 years age range	M2 explain how development can be promoted across the 0-3 years age range	
P3 explain the importance of objectivity and the consideration of ethical issues when observing children		
P4 explain the use of observation of children		
P5 describe own use of four observational techniques to observe children	M3 interpret observations to show how observation can be used for assessing, recording and planning	D1 analyse observations to show how these can be used to promote different aspects of development
P6 describe own longitudinal study of a baby or young child.	M4 interpret longitudinal study, assessing, recording and planning for the child.	D2 evaluate the observational techniques used including the longitudinal method.

Essential guidance for tutors

Delivery

This is a large unit with a heavy knowledge content and will therefore need careful planning by tutors. It is strongly recommended that delivery of the unit begins early in the programme as the knowledge content underpins professional practice.

Learners also need time to practise observational techniques prior to commencing their longitudinal study, and time to find a suitable baby/child prior to beginning the study.

Whole class teaching will be essential to explain complex concepts and ideas and to ensure that learners have a firm foundation of knowledge and understanding from which to develop their own learning. Group discussions with the use of posters or presentations may be used to explain different aspects of development within different age ranges. Learners will find both the internet and published materials useful sources of information. Factors affecting growth and development also need to be discussed.

Video/DVD material may also be useful to enable learners to compare development at different ages and stages. Guest speakers, such as a midwife, health visitor, early years professional, or speech and language therapist, could be invited in to talk to learners about specialist areas, or to provide different perspectives on development, including how development can be promoted.

In terms of the observation of children, initially, this will require tutor input and classroom practice. Learners should be encouraged to consider the relative merits of each observation method before they use them to observe children in their work placements. Video recordings of babies and children could be a useful tool here, as could the use of visits to nurseries and guest speakers. Learners need to develop understanding of the nature of the observational process and its use in the children's sector. Class and small group discussions could be used to consider the importance of objectivity and ethical issues.

Learners will need to practise undertaking observations in their work placements and will need to derive evidence for this unit from their placements. The longitudinal study should enable them to explore in depth the factors affecting development, thus bringing together the two main themes of the unit.

The successful achievement of this unit necessitates the use of reflective practice, as learners will need to be aware of their own views and perceptions in undertaking observations.

Assessment

This unit could be assessed through the use of three assignments.

The first, based on development from 0-16 years of age and how this development can be promoted, could be used as a means for learners to provide evidence for P1, P2, M1 and M2. Learners need to describe the expected patterns of child and young person development, and the factors affecting this development, for P1, whilst for M1 they need to focus on the 0-3 age range and explain the expected patterns of development and the factors affecting it.

For P2, learners need to describe how to promote development across the 0-16 years age range, and again for M2 focus on the 0-3 age range and explain in detail how to promote development. This is a sizeable assignment, with evidence potentially being provided by means of pieces of writing supported by images, and possibly also records of class presentations and posters.

A second assignment could be used as the basis of assessment for P3, P4, P5, M3 and D1. For the pass criteria, learners need to explain the importance of objectivity and the consideration of ethical issues when observing children, as well as the use of observation itself. They also need to use at least four observational techniques in observations of young children in a children's setting, probably their work placement.

For M3, these observations need to be interpreted, and for D1, analysed to show how they can be used to promote different aspects of development. This will require learners to refer to their work on development. Learners need to consider the importance of both objectivity and attention to ethical issues whilst carrying out their observations. Appropriate recording techniques should also be used.

The longitudinal study will form the final assignment for this unit, and provide the vehicle of assessment for P6, M4 and D2. D2 also requires learners to build upon P5 and M3.

Centres should use their professional discretion as to the appropriate length of the study, though as a rough guide this should be in the range of 6 to 18 months.

Observations undertaken for the assessment of this unit also form part of the assessment for *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

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

The knowledge and skills gained during progression through this unit link to and underpin many other units in the programme.

The unit will provide the underpinning knowledge required for all four elements of *CCLD 303: Promote children's development* of the Level 3 NVQ in Children's Care, Learning and Development.

It should additionally provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 5: Understand the development of children and young people

Standard 6: Safeguard children (keep them safe from harm)

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 4: Communicate effectively

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of factors affecting development, and the child observations.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- IT resources
- video/DVD materials
- access to a baby or young child
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- guest speakers.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 1*
(Nelson Thornes, 2007) ISBN 09780748781973

Hobart and Frankel – *Child Observation and Assessment* (Nelson Thornes, 2004)
ISBN 0748785264

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Riddall-Leech S – *How to Observe Children* (Heinemann, 2005) ISBN 9780435401863

Squire G – *BTEC National Children's Care, Learning and Development student book*
(Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Tassoni P – *Child Development: 6 to 16 years* (Heinemann, 2006) ISBN 9780435899837

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook*
(Nelson Thornes, 2006) ISBN 0748796045

Journals

British Journal of Developmental Psychology

Child Development

Early Years Educator

Nursery World

Websites

www.childdevelopmentinfo.com

Child Development Institute

www.ncb.org.uk

National Children's Bureau

www.sirenfilm.co.uk

Siren Film and Video Ltd

www.surestart.gov.uk

Surestart

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the expected patterns of development from 0-16 years and the factors affecting development describe the expected patterns of development from 0-16 years and the factors affecting development describe the expected patterns of development from 0-16 years and the factors affecting development describe the expected patterns of development from 0-16 years and the factors affecting development. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe own longitudinal study of a baby or young child • describe own longitudinal study of a baby or young child • describe own longitudinal study of a baby or young child. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 4: Reflecting on and Developing Practice for Children aged 0-8

NQF Level 3: BTEC National

Guided learning hours: 120 plus 800 Hours of assessed work experience

Unit abstract

This unit is double weighted, learners being required to undertake a total of 800 hours supervised work placement. Professional practice is an essential component of this unit, and of the programme as a whole.

The aim of the unit is to reflect the practical application of the programme, providing learners with opportunities to apply their knowledge and understanding in the workplace, as well as to develop, practise and demonstrate the practical competencies required of professional childcare and early years workers. Learners need to gain experience of working with children from birth to 8 years in a variety of settings. Experience of working with children, who have additional requirements and may be over this chronological age, should also be included.

A central focus of the unit is reflection, and learners are required to reflect on their own performance in demonstrating the workplace expectations of a professional carer.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 304: Reflect on and develop practice* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand roles and responsibilities within the Children's Care, Learning and Development Sector
- 2 Be able to observe and identify the individual needs and skills of children
- 3 Know how to respond to children's needs through care routines and procedures
- 4 Know how to promote a stimulating learning environment for children
- 5 Be able to reflect on own practices in work placement experiences.

Unit content

1 Understand roles and responsibilities within the Children's Care, Learning and Development Sector

Professional behaviour: attendance, punctuality, commitment, personal presentation, personal hygiene, expected standards of behaviour, maintenance of own safety, role and responsibilities, adaptability, responsiveness; working as a member of a team; integrated practice

Confidentiality: need for, parameters

Appropriate interpersonal skills: verbal and non-verbal skills, range of contacts, eg children, families, peers, colleagues, other professionals, respect for knowledge and contribution of others

Knowledge base: of children, families, resources, procedures for referrals, use of initiative

Codes of practice: each setting, eg mission statements, behaviour contracts, equal opportunities policies, health and safety policies

Adherence to codes of practice: learner, staff roles

2 Be able to observe and identify the individual needs and skills of children

Observing and identifying ages/stages of the development of children: 0-1 year, 1-3 years, 3-5 years, 5-8 years, milestones of development, emotional, physical, social, communicative/language and cognitive needs and skills, children with particular requirements

Childcare settings: pre-schools and nurseries, nursery classes and schools, child's home, childminders, units for children with special needs, paediatric hospital units

Observational methods: see *Unit 3: Promoting Children's Development*

Interpretations of observations: see *Unit 3: Promoting Children's Development*

3 Know how to respond to children's needs through care routines and procedures

Health and safety issues: supervision, policies, practices, safe use of materials and equipment, hygiene

Care routines: feeding, bathing, changing, dressing, rest and sleep, toileting, mealtimes, washing, role of early years worker

4 Know how to promote a stimulating learning environment for children

Setting: age groups, aims, structure, staffing; integrated practice

Provision: available resources and materials, wider environment

Curriculum activities: planning, consulting, preparing, implementing, evaluating; integrated practice

Play activities: eg painting, water, sand, home corner, constructional

Promoting development: physical, social, emotional, intellectual, communication

Supporting learning: display, first-hand experience, visits, play

Health and safety: materials, equipment, tools, numbers, hygiene, surfaces

5 Be able to reflect on own practices in work placement experiences

Self-appraisal: reflection, self-awareness; reflection on own performance, reflection on own views and attitudes, reflection on interactions with others; recognition of own knowledge, understanding, skills and contribution to the working of the team; achievements; personal effectiveness; strengths and weaknesses

Monitoring: processes, practices, outcomes; through reviewing diary entries, placement reports and placement outcomes; discussions with tutors, supervisors, others; use feedback to inform reflection, evaluation and performance

Planning: identify gaps in knowledge, understanding and skills; planning for development and improvement; role of continuing professional development

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 describe own adherence to codes of practice for each placement setting	M1 compare policies and practices at different placement settings	D1 use the observations and interpretations to make recommendations for further action with respect to the skills and needs of the child/children concerned
P2 observe and identify the physical, social, emotional, cognitive and communication needs and skills of children in each age range and in four different settings	M2 interpret the observations undertaken in relation to children's skills and needs	
P3 observe and identify the individual needs of children with additional needs	M3 explain the importance of different care routines to the child/children, and the organisations/settings	
P4 describe four different routines within each placement setting, including own role	M4 analyse each activity and suggest how each could be improved to increase the child's/children's learning and understanding	D2 evaluate each activity in terms of its effectiveness in promoting children's development
P5 plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting		

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<p>P6 review own performance in each of the work placements and identify areas for further self-development</p> <p>P7 describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector.</p>	<p>M5 produce a personal development plan and explain how it will potentially support own development.</p>	<p>D3 evaluate own effectiveness in each placement.</p>

Essential information for teachers

Delivery

This unit is a mandatory component of the National Certificate and Diploma in Children's Care, Learning and Development, and requires learners to undertake a total of 800 hours supervised, assessed work placement. Professional practice is an essential component of this unit, and of the programme as a whole.

This unit forms the focal point of the National Certificate/Diploma in Children's Care, Learning and Development. It brings together knowledge and understanding from other units in the programme, in particular the core units, and facilitates the 800 hours of assessed work placement experiences that learners are required to successfully complete in order to gain Qualified Practitioner Status. During their assessed work placement experiences, learners are expected to fulfil a number of different criteria, as described in the assessment grid provided for this unit, and also criteria for other units. A Professional Practice logbook is provided to support learners with progress through the unit, and towards the achievement of Qualified Practitioner Status.

Learners need to gain a wide range of experiences, and develop skills in working with children of different ages and in different settings. They need to undertake assessed work placement experience with children in all four of the following age ranges:

- 0-1 year
- 1-3years
- 3-5 years
- 5-8 years.

Learners must also undertake assessed work placement experience in four of the following settings:

- with a childminder
- voluntary or statutory pre-school
- private nursery provision
- nursery school/class
- primary school
- hospital
- special needs provision.

Learners will require careful preparation for their work placement experiences, and be supported throughout, such preparation/support being provided both during the induction period for the programme, and during ongoing tutorial sessions. They should be encouraged whilst on placement to be ever mindful of the nature of the developing sector, and to develop awareness of current and recent developments as appropriate to their home country. For example, they need to develop awareness of the Integrated Qualification Framework for those who work with children, as well as other developments in relation to the 'Every Child Matters' agenda.

Assessment

Learners are required to undertake a total of 800 hours supervised, assessed work placement. They should be given supported time to plan, review and evaluate their professional practice. The main evidence produced to achieve this unit will be from work placement experience, observations and reflective accounts of learners' own practice.

The criteria must be demonstrated in four separate settings within the four age ranges specified previously. Learners should collect evidence using the Professional Practice logbook in the style of a portfolio, that could include end of placement reports, placement logs, reflective accounts/diary, observations, witness testimonies and personal accounts of practice.

Centres should note the following:

Learners need to carry out observations IN EACH OF FOUR SETTINGS for each of the following age ranges:

- 0-1 year
- 1-3years
- 3-5 years
- 5-8 years
- AND a child with additional needs

There should be 20 observations in total.

Learners need to describe four different routines within each of four placement settings.

There should be 16 routines in total.

Learners need to plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each of four placement setting.

There should be 20 activities in total.

The observations, routines and activities should link to other units within the qualification. For example, the observations required for *Unit 3 Promoting Children's Development* should link to, and form part of the assessment of, Unit 4. Likewise for any routines evidenced for *Unit 2: Positive Environments for Children's Care, Learning and Development*.

In addition to the criteria in relation to observations, routines and activities, learners need to produce evidence for certain other criteria.

P1 requires learners to produce a piece of writing that describes learners' own adherence to codes of practice for each placement setting. They first need to describe the relevant codes of practice for each setting, then describe their own adherence, and compare policies and practices at different placement settings for M1. This requires some explanation of potential differences between policies and practices, according to the setting.

For P6 learners need to reflect on and review their own performance in each of the work placements and identify areas for further self-development. In order to do this they need to refer to evidence such as feedback/discussions with others, placement reports and work experience diaries.

Learners need to identify gaps in knowledge, understanding and skills, and use these to develop a personal development plan, for M5, then explaining how it will potentially support these development needs.

D3 then requires learners to evaluate their own effectiveness in each placement. This should incorporate also an evaluation of the learners' effectiveness at different placements in terms of progression and ongoing development through the programme.

Finally, for P7, learners need to describe the role of continuing professional development for workers in the children's care, learning and development sector. They should be able to gain evidence for this by talking to colleagues and supervisors during their time in their placements.

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

This unit forms the focal point of the National Certificate/Diploma in Children's Care, Learning and Development. The knowledge, understanding and skills gained during progression through this unit link to and underpin many other units in the programme, especially the core units.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 304: Reflect on and develop practice* of the Level 3 NVQ in Children's Care, Learning and Development.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

- CCLD 301: Develop and promote positive relationships
- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- CCLD 303: Promote children's development
- CCLD 305: Protect and promote children's rights
- CCLD 307: Promote the health and physical development of children
- CCLD 308: Promote children's wellbeing and resilience
- CCLD 314: Provide physical care that promotes the health and development of babies and children under 3 years.

The unit should also enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Playwork:

PW7: Develop and maintain a healthy, safe and secure environment for children

PW 8: Develop and promote positive relationships

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 3: Understand health and safety requirements

Standard 4: Know how to communicate effectively

Standard 5: Understand the development of children and young people

Standard 6: Safeguard children (keep them safe from harm)

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 2: Understand the organisation and the role of the worker

Standard 3: Maintain safety at work

Standard 4: Communicate effectively

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, improving own learning and performance and working with others.

Health and safety issues can be introduced through the teaching of this unit by, for example, consideration of risk assessment for different activities in different childcare settings.

Essential resources

The following resources are considered essential for the delivery of this unit:

- access to a variety of placements allowing learners to fulfil the requirements of the unit in terms of the 800 hours of work placement experiences and the 0-8 age range
- an appropriately qualified and experienced tutor to deliver the unit, and support/assess the learners
- visiting time - for staff to visit learners on placement.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bearer et al – *Babies and Young Children: Diploma in Childcare and Education* (Nelson Thornes, 2001)

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Duffy A – *Working with Babies and Children under Three* (Heinemann, 2006)
ISBN 9780435987312

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Hobart and Frankel – *Child Observation and Assessment* (Nelson Thornes, 2004)
ISBN 0748785264

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Riddall-Leech S – *How to Observe Children* (Heinemann, 2005) ISBN 0435401866

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Early Years

Education 3-13

Nursery News

Nursery World

Topics in Early Childhood Education

Websites

www.dfes.gov.uk/research

Department for Education and Skills

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

www.tactyc.org.uk

Training, Advancement and Co-operation in Teaching Young Children

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> review own performance in each of the work placements and identify areas for further self-development review own performance in each of the work placements and identify areas for further self-development review own performance in each of the work placements and identify areas for further self-development. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting • plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting • plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting. 	<p>W03.1 Plan work with others.</p> <p>W03.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>W03.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 5: Safeguarding Children

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit provides an introduction to the difficult and sensitive issues surrounding child protection. It will give learners the knowledge and understanding needed to identify potential instances of child abuse, and enable them to work effectively within the legal framework and policies of the childcare setting in response to such instances.

Learners will gain understanding of the principles of disclosure, and how to support children and their families where abuse is suspected or confirmed. They will also learn about the benefits of a multi-professional, multi-agency approach.

This unit is essential in preparing the learner for work in the children's care, learning and development sector.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 305: Protect and promote children's rights* of the National Occupational Standards in Children's Care, Learning and Development. It aims to cover the third element of this unit, the first two being covered in *Unit 6: Promoting Children's Rights*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand indicators of potential child abuse
- 2 Understand the requirements of legislation, regulation and codes of practice for safeguarding and protecting children
- 3 Understand the principles of responding to disclosure
- 4 Understand strategies for supporting children, their families and other adults.

Unit content

1 Understand indicators of potential child abuse

Risk of abuse: eg within family, outside family, in care setting

Risk of exploitation: eg from visual, written and electronic forms of communication and media

Family functioning: eg family types, partnership arrangements, changing face of the family, social disadvantage, different concepts of discipline, abuse within families, cultural variations

Predisposing factors:

In relation to the abuser – eg substance abuse, lack of knowledge about children's needs, lack of attachment, lack of role models, social problems, mental illness, personality

In relation to the child/young person – eg pre-maturity, disability

Types of abuse/neglect: abuse - physical, emotional, intellectual, sexual; neglect – physical, emotional, intellectual; bullying and harassment

Indicators of abuse: physical, eg bruising, burns, unexplained injuries, soreness, infections, underweight, poor personal hygiene, failure to thrive; behaviour, eg withdrawal, aggression, distress, rocking/head banging, hunger, reluctance to go home, low self-esteem, developmental delay

Consequences of abuse: emotional, social, physical

Models of abuse: medical, sociological, psychological, feminist

Recognition of abuse where children/young people cannot communicate: babies and very young children, children with alternative forms of communication

2 Understand the requirements of legislation, regulation and codes of practice for safeguarding and protecting children

Legislation/legal framework: relevant to home country; relevant sections from, eg Children Act 1989, 2004, United Nations Convention on the Rights of the Child 1989, Human Rights Act 1998, Data Protection Act 1998, Framework for the Assessment of Children in Need and their Parents 2000, Every Child Matters 2003/2004, Childcare Act 2006, other relevant local policies

Procedures: policy of the setting; safe working practices that protect children and adults who work with them; whistle blowing where there are concerns about colleagues or in other difficult circumstances; importance of following the procedures of the setting without forming premature judgements, lines of reporting concerning suspected or actual abuse, accurate reporting, security of records, sequence of events leading to registration on child protection register

Disclosure: direct; indirect

Role of the key worker: advantages, supporting children and their families

3 Understand the principles of responding to disclosure

Principles: listening carefully and attentively, communicating at the child's own pace and without undue pressure, taking the child seriously, reassuring and supporting the child, informing the child that the information cannot remain confidential, promptly following the correct procedures of the setting; how to deal with own feelings and emotions

Support for children who disclose: empowering children and young people; unconditional acceptance of the child/young person, awareness of potential impact on the child/young person and other family members, counteracting possible stereotyping

4 Understand strategies for supporting children, their families and other adults

Safe practices that protect children and adults who work with them: local authority guidelines, guidelines for staff behaviour, police screening of staff; visiting/access rights, building security and access; child protection policies; legal and organisational responsibilities regarding confidentiality, limits and boundaries and why these are important; procedures and protocols in setting for safeguarding and protecting children and expressing concerns about children's welfare; reasons why, and circumstances in which, information about concerns may not be shared with children and parents; roles and responsibilities of those involved in safeguarding children and promoting their welfare

Strategies with children/young people: person-centred approach; provide active support; importance of promoting empowerment, assertiveness, self confidence, self-esteem and resilience; sharing information and not keeping secrets; providing information to children according to their age, needs and abilities, eg how to respect their bodies and keep safe, transmission of disease

Working with parents and families: partnerships with parents and families, involving parents in the assessment of children's needs, helping parents to recognise the value and significance of their contributions, encourage the development of parenting skills, eg relating to children positively, develop practical caring skills, play and stimulation, parenting skills training, support for behaviour management, consideration for cultural and social variations, adapting as children develop; local support networks; strategies for coping

Procedures where abuse is suspected or confirmed: policies of the setting; safe working practices that protect children/young people and adults who work with them; whistle blowing; lines of reporting, accurate reporting, security of records; sequence of events leading to registration on child protection register

Roles and responsibilities: following policies and procedures of setting, observation, appropriate recording and reporting, recognising signs and symptoms of abuse, knowing how to respond following disclosure, maintaining confidentiality according to policies of the setting

Sources of information and support: importance of the multi-agency approach in delivering the integrated agenda, benefits of a multi-professional, multi-agency approach, partnership working, extended schools, children's centres, lead professionals; common assessment framework; co-operation with other professionals; sharing information, boundaries of confidentiality; range of other professionals involved, eg police, health visitors, general practitioners, teachers, early years workers, hospital staff, social services, educational psychologists, family liaison workers, religious personnel; community support networks, eg role and services provided by a range of local/national, voluntary, statutory and private agencies to support children and their families

Alternative forms of care: temporary/permanent, fostering, respite, adoption, residential childcare

Alleviating the effects of abuse: encouraging expression of feeling; improving self-image; building self-esteem and confidence eg play therapy, counselling; role of voluntary organisations

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe four physical and four behavioural indicators of possible child abuse		
P2 describe four theoretical models of child abuse	M1 compare four theoretical models of child abuse	D1 evaluate four theoretical models of child abuse
P3 outline the legal framework relating to the protection of children		
P4 describe the reporting procedures in a childcare setting	M2 explain reporting procedures in childcare settings	
P5 describe the principles of responding to disclosure		
P6 describe child protection strategies to support children, their families and other adults.	M3 explain child protection strategies to support children, their families and other adults.	D2 evaluate child protection strategies to support children, their families and other adults.

Essential guidance for tutors

Delivery

It is strongly recommended that this unit is delivered in the later stages of the programme, by which time learners will have developed their understanding of professional work with children and their families.

Much of the content of the unit is of a sensitive nature and will need careful handling by tutors. The nature of the unit can lead to disclosure of abuse by and to learners. It is therefore essential that tutors responsible for delivering this unit have had professional child protection training, and that a professional referral is available to a learner if required.

Due to the importance of the issues covered in this unit, the content appears large. Parts of it are, however, very prescriptive, so centres are advised to allocate the guided learning hours to the four learning outcomes as appropriate. Learners can also be guided to explore some of the issues in the unit whilst on work placement.

The unit lends itself to the use of professional guest speakers from health, education, social services and/or the police to describe their roles in child protection. A visit to the local magistrates' court would also be useful in enabling learners to experience the atmosphere of legal proceedings.

The unit could be introduced in a positive way by asking learners to consider the notion that 'childhood lasts forever', and what individuals can do to make that work. This could progress on to consideration of the importance of the integrated agenda. The role of partnership working and the multi-agency approach in the delivery of integrated services must be embedded throughout this unit.

Learning outcome 1 requires learners to recognise possible signs and symptoms of child abuse as well as considering the potential consequences of abuse and predisposing factors. This will require extremely sensitive delivery. Class discussion and tutor input will probably provide the key vehicles for delivery, though learners could carry out some private research into past cases of child abuse that have been reported in the media.

Learning outcome 2 requires learners to understand the requirements of legislation, regulation and codes of practice for children's protection, relevant to their home country. This could be carried out by small group research, followed by the sharing of information within the class. Appropriate reporting procedures, and the importance of following procedures, could be covered through learners' own work placement experiences and research, again with sharing in the class. The use of guest speakers is recommended here.

Learning outcome 3 could be delivered both through tutor input/class discussion, and through learners' own experiences at their work placements. Role play could provide a useful tool, but this would require careful management.

For learning outcome 4 learners will need to investigate a range of strategies and methods for supporting children, their families and other adults. An outside speaker, such as an educational psychologist, would be useful here, as would input from a social worker. The importance of the multi-agency approach must be emphasised, and learners should explore relevant examples of partnership working in their local area if possible.

Assessment

It is recommended that the assessment of this unit should closely follow delivery. A number of assignments could be used linking across the different grades.

The first assignment could cover P1 and P2, and could also provide evidence for M1 and D1. Learners would need to demonstrate understanding of indicators of possible child abuse, and then consider the theoretical models. Evidence for this would probably be in the form of a piece of writing.

A second assignment could cover P3 and P4, with opportunities also for M2. Learners will need to outline the legal framework relating to the protection of children and consider the reporting procedures in childcare settings. Again, evidence will most likely be presented in the form of a piece of writing, though a table of comparison could be used for procedures in different settings if appropriate.

P5 could be assessed through a third assignment, with learners describing the principles of responding to disclosure.

A fourth assignment could then be used to enable learners to provide evidence for P6, and potentially M3 and D2, based on child protection strategies to support children, their families and other adults. Evidence for this could arise from a range of learner experiences, including tutor input, work placement experiences, guest speakers and visits. Learners could use relevant examples of partnership working in their local community as the basis for evidence, for example an extended school or a children's centre.

For P6 a straightforward description of these strategies is required, M3 requires learners to explain reasons for strategies, and for D2 learners are required to consider strengths and weaknesses of strategies and how they could be improved.

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

The knowledge gained during progression through this unit links to and underpins all other units in the programme.

The unit will provide the underpinning knowledge required for *CCLD 305: Protect and promote children's rights* of the Level 3 NVQ in Children's Care, Learning and Development. It aims to cover the third element of this unit, the first two being covered in *Unit 6: Promoting children's rights*.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice

CCLD 308: Promote children's wellbeing and resilience

CCLD 326: Safeguard children from harm

CCLD 327: Support children who have experienced trauma.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Health and Social Care:

Unit HSC34: Promote the wellbeing and protection of children and young people.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 4: Know how to communicate effectively

Standard 6: Safeguard children (keep them safe from harm)

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 4: Communicate effectively

Standard 5: Recognise and respond to abuse and neglect

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Health and safety issues can be introduced through the teaching of this unit.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- people/day-to-day interactions, eg school/college or local counsellors, psychologists, social workers
- library resources with key texts and other reference materials
- staff policy and procedure handbooks should be made available from the learners' local health, education and social services departments.

In addition, the following resources are considered to be highly valuable:

- case study materials.

The nature of this unit can lead to disclosure of abuse by and to learners.

It is therefore essential that tutors responsible for delivering this unit have had professional child protection training and that a professional referral is available to a learner if required.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Barker J – *A Child Protection Handbook* (Routledge, 2004) ISBN 9780415321754

Beckett C – *Child Protection: An Introduction* (Sage, 2003) ISBN 9780761949565

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Ferguson H – *Protecting Children in Time: Child Abuse, Child Protection and the Consequences of Modernity* (Palgrave Macmillan, 2004) ISBN 1403906939

Gardner R – *Supporting Families: Child Protection in the Community – Wiley series in Child Protection and Policy* (Wiley, 2005) ISBN 9780470023020

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Hobart C and Frankel J – *Good Practice in Child Protection* (Nelson Thornes, 2005)
ISBN 9780748792061

Humphreys C and Stanley N – *Domestic Violence and Child Protection: Directions for Good Practice* (Jessica Kingsley, 2006) ISBN 1843102765

Lindon J – *Child Protection* (Hodder Arnold, 2003) ISBN 9780340876060

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Community care

Nursery World

Websites

www.charity-commission.gov.uk	Charity Commission
www.guardian.co.uk	Guardian Newspaper
www.nspcc.org.uk	NSPCC
www.savethechildren.org.uk	Save the Children
www.teachernet.org	Teachernet
www.unicef.org	UNICEF
www.viva.org	Viva network

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe four theoretical models of child abuse describe four theoretical models of child abuse outline the legal framework relating to the protection of children outline the legal framework relating to the protection of children. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe child protection strategies to support children, their families, and other adults describe child protection strategies to support children, their families, and other adults describe child protection strategies to support children, their families, and other adults. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 6: Promoting Children's Rights

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to the concepts of diversity, equality, individual rights, and inclusion, especially with reference to the provision of services for children, and children's rights.

Contemporary British society is immensely diverse in terms of culture, background, beliefs and values. This diversity can add to the richness of society but may also result in some individuals being disadvantaged in social and economic terms, as well as in respect to access to health, education and lifelong opportunity.

Those who work with children need to be aware of the implications of diversity and recognise its value. They also need to recognise the importance of equality of opportunity, inclusion, and the rights of the individual.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 305: Protect and promote children's rights* of the National Occupational Standards in Children's Care, Learning and Development. It aims to cover the first two elements of this unit, with the third element being covered by *Unit 5: Safeguarding Children*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the meaning of diversity in today's society
- 2 Understand the importance of equality, recognising diversity and rights in services for children
- 3 Understand the ways in which services for children recognise and promote equality, diversity and rights
- 4 Know the ways in which the individual worker can promote inclusion in their own practice.

Unit content

1 Understand the meaning of diversity in today's society

Diversity in contemporary British society: eg race, culture, beliefs, values, age, health status, ability, place of origin, social class/stratification, economic status, family structure, sexuality, language, accents, codes of behaviour, families with a history of offending

Economic diversity: distribution of wealth and income; inequalities; hardship and meritocracy; concepts of absolute and relative poverty and its measurement; poverty line; existence and persistence of poverty; effects of poverty on children, families and society

Advantages of diversity: eg cultural enrichment, global awareness, respect and acceptance, social harmony

2 Understand the importance of equality, recognising diversity and rights in services for children

Equity: concept of tolerance; cycle of disadvantage; principles and values of the sector, including the care value base

Inequalities: discrimination, stereotyping, labelling, marginalising, disempowering; potential effects on children and their families; embedding of inequalities in society; negative effects on children who are/are not experiencing inequality; effects on access to services and how to overcome these

Vulnerable groups: eg cultural minorities, people with disabilities and/or special educational needs, people who are economically and/or educationally disadvantaged

Human rights: moral rights; rights of children and their families

Provision and services: equal access to provision best suited to individual needs, eg separated and/or integrated, personal choice; negative implications of segregated provision; difficulties in accessing provision and services and how these might be overcome; community resources and support to support equality of access; sources of information for children and their families

3 Understand the ways in which services for children recognise and promote equality, diversity and rights

Formal policies on equality and rights: legislation covering children's rights and laws covering equality and inclusion in home country and how these relate to children's settings; organisational policies; staff recruitment, development and training

Human rights legislation: Human Rights Act 1998 – main sections and implications for children; United Nations Convention on the Rights of the Child 1989 – implications on services for children

Working practices in children's services: active promotion of equality and individual rights; communication; developing partnerships with parents

Active promotion of equality and individual rights: staff recruitment, development and training; providing information that promotes participation and equality of access; identifying and removing barriers to participation, eg attitudes, language, mobility, discrimination, lack of information, environmental factors; providing information to children about their rights and responsibilities in the context of the setting; implications of confidentiality; ensuring provision meets current guidelines on implementing inclusion and anti-discriminatory practice

Communication: information about services and policies; the roles and use of advocates, interpreters, translators; signing, Braille

Partnerships with parents/legal guardians: positive relationships with parents/legal guardians; discussion and sharing of information; valuing parental role and involvement; understanding diverse family patterns; cultural expectations

Overriding individual rights: examples of situations when this might be necessary, eg for the safety of the child; the use of power and force; statutory powers, eg Children Act 2004, Disability Discrimination Act 1995 and 2005, Mental Health Act 1983, Mental Capacity Act 2005, Childcare Act 2006, common law; legal framework

4 Know the ways in which the individual worker can promote inclusion in their own practice

Personal awareness: identifying one's own beliefs and prejudices; changing one's own beliefs and prejudices; challenging oppressive and discriminatory behaviour; links between discrimination and behaviour; appropriate use of language; role modelling

Application of care value base: respect for individual differences; identity and dignity of children and families

Inclusive practice: in communication, care routines, play, curricular activities, the environment, equipment and materials; seeking and respecting views and preferences of children; adapting practice to ages, needs and abilities of children; working with children in the context of the UN Convention on the Rights of the Child, eg the child's right to self-expression, play, cultural identity, freedom from exploitation, high quality provision that meets their individual needs; anti-discriminatory practice

Implications of confidentiality: interviewing; recording; storage of information; sharing of information; professional confidentiality; when to break confidence; relevant sections of legislation, eg Data Protection Act 1984, Access to Personal Files Act 1987, Access to Medical Reports Act 1988

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the meaning of diversity in today's society	M1 describe the implications for children's settings of addressing issues of diversity	D1 analyse the value of diversity in today's society and its relevance for children's care, learning and development practice
P2 explain causes of economic diversity and potential effects on children, their families, and society		
P3 explain the importance of recognising equality, diversity and rights in providing children's services		
P4 identify how legislation promotes equality of opportunity, inclusion and rights in children's services	M2 explain how one policy from a children's setting meets the requirements of a piece of legislation	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 describe how practices in children's services can promote equality of opportunity, inclusion and rights	M3 use examples to explain how practices in children's services can promote equality of opportunity, inclusion and rights.	
P6 explain how the individual worker can promote inclusion.		D2 analyse the role of children's care, learning and development practitioners in ensuring the promotion of inclusive practice.

Essential guidance for tutors

Delivery

Learners will come to this unit from a variety of backgrounds, experiences and views, and many of the concepts to be introduced may be unfamiliar. Guidance will therefore be required in the exploration of these concepts, and formal input will be required in some areas. Class or small group discussion will, however, considerably enhance the learning experience. Sensitivity and tact will need to be exercised when encouraging learners to explore their own prejudices.

This unit provides opportunities for innovative and interesting introductory work based on diversity in today's society. Exploration of diversity could include class sharing of ideas and experiences, visits to different places of worship, theme sessions and presentations.

Visits to appropriate work placements and the use of outside speakers will further enhance the delivery of the unit. Topical issues in the media could also be useful.

The key elements of relevant legislation and policies could be introduced both through individual or small group research using, for example, the internet, and also at work experience placements. The United Nations Convention on the Rights of the Child underpins much of the work in this unit, and could be introduced through the personal experiences of the learners.

The main approaches and concepts of the unit will need to be introduced to learners at an early stage in their programmes, and perhaps even included as part of the induction period before learners go into their work placements. However, it is recommended that the substantial content of the unit is best left to a later stage in the programme when learners have more experience of working with children, and of the diversity of culture and views in today's society. Learners could then share experiences from different work placements and use these as the basis of class discussion. This will also enable them to use their experience from different placements in meeting the assessment requirements for the unit.

The concepts and understanding of the importance of recognising diversity, equality of opportunity, inclusion and individual rights will need to be embedded throughout the programme.

Assessment

Evidence for this unit should be mainly in the form of pieces of writing/essays, though records from presentations or class discussions could be used to supplement these. This can include audio and video tapes. Extracts from work experience diaries could also provide useful evidence, as could descriptions of visits, for example to a place of worship, providing these are relevant to the required criteria.

For example, for P1, a visit to a mosque could be used to help generate evidence for the explanation as to the meaning of diversity, with the explanation moving on to topics such as the arts and culture, or availability of different foods.

Case studies may be used to generate some of the evidence for this unit, for example for P2 and P3. Learners should, however, use their work experience placements for certain aspects of the evidence – for instance by providing examples of how practices in children's services can promote equality of opportunity, inclusion and rights, for M3.

Work experience placements should also be used as the basis of evidence for P4 and P6. Some internet research could also be useful for P4, though learners need to understand that printouts from the internet are not acceptable forms of evidence.

Two assignments could be used as the basis of assessment of this unit. The first could be used to assess P1, P2, M1 and D1. Having described the meaning of diversity in today's society, for P1, learners need to apply this to children's settings in terms of the implications of addressing issues of diversity. This should include the importance of providing for the needs of all children, respecting different cultural beliefs and attitudes, and inclusive practice.

For D1 learners then need to analyse the value of diversity in today's society and its relevance for children's care, learning and development practice. For example, learners could consider issues such as different music, dance forms, art and craft, the value of learning about and understanding different cultures and religions, or investigating different diets. Inclusive practice needs to be emphasised throughout.

For P2, learners then need to consider economic diversity, with a piece of writing being required that explains the causes of economic diversity. Case studies could be used as the basis of evidence for the potential effects of economic diversity on children, their families, and society.

A second assignment could be used as the basis of evidence for P3, P4, P5, P6, M2, M3 and D2, based largely on learners work placement observations and experiences. Evidence is likely to be in the form of a piece of writing, drawing on examples from work placements. P3 extends P1, and is focused on the provision of children's services.

M3 requires examples from work placements when learners extend P5 and explain how practices in children's services can promote equality of opportunity, inclusion and rights. P6 requires learners to reflect on their own practices, and those of others. Again, examples should be drawn from work placements.

M2 requires learners to explore policies in children's settings, choosing one to investigate and explain how it enables the setting to meet the requirements of a piece of legislation.

D2 builds on P6, with learners examining, reflecting on and explaining in detail the role of children's care, learning and development practitioners in ensuring the promotion of inclusive practice. Again, examples should be used.

Case studies could also be used to supplement learner evidence from work placements if necessary.

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

This unit is central to all other units in the programme, as the principles here are intrinsic to both practice and interpretation of academic concepts. The unit links most strongly to *Unit 1: Positive Relationships for Children's Care, Learning and Development* and *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

The unit will provide the underpinning knowledge required for *CCLD 305: Protect and promote children's rights* of the Level 3 NVQ in Children's Care, Learning and Development. It aims to cover the first two elements of this unit, the third being covered in *Unit 5: Safeguarding Children*.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice

CCLD 308: Promote children's wellbeing and resilience.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 4: Know how to communicate effectively

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 2: Understand the organisation and the role of the worker

Standard 4: Communicate effectively

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit, by considering diversity.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor with experience of practising the concepts of inclusive practice in care settings
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- resources produced by the Standards Unit
- recent policy papers from The Children's Society, various specialist independent (voluntary) organisations, professional associations and trade unions
- audio and visual records, eg videos/DVDs, television interviews, soap operas, chat shows, magazines or newspapers
- guest speakers
- visits.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Casey T – *Inclusive Play: Practical Strategies for working with children aged 3-8*
(Paul Chapman, 2005) ISBN 1412902436

Cheminais R – *Every Child Matters - A New Role for SENCOs* (David Fulton, 2005)
ISBN 1843124068

Clough P and Nutbrown C – *Inclusion in the Early Years* (Sage, 2006)
ISBN 1412908140

Davy A and Gallagher J – *New Play work - Play and Care for Children 4-16* (Thompson Learning, 2006) ISBN 101844803376

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Maloney S and Topping K – *The Routledge Falmer Reader In Inclusive Education*
(Routledge Falmer, 2005) ISBN 0415336651

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book*
(Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Thomas E – *What about Me An Equal Opportunities Support Pack* (HLB Associates, 2003)

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Nursery Education

Nursery World

Practical Pre School

Sociology Review

Sure Start Magazine

Websites

www.bbc.co.uk

BBC

www.cre.gov.uk

Commission for Racial Equality

www.equality.leeds.ac.uk

University of Leeds resource

www.legalday.co.uk

UK Law resource

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the meaning of diversity in today's society describe the meaning of diversity in today's society identify how legislation promotes equality of opportunity, inclusion and rights in children's services identify how legislation promotes equality of opportunity, inclusion and rights in children's services. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> explain how the individual worker can promote inclusion explain how the individual worker can promote inclusion explain how the individual worker can promote inclusion. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 7: Children's Learning Activities and Play

NQF Level 3: BTEC Nationals

Guided learning hours: 90

Unit abstract

The aim of this unit is to provide learners with the knowledge and understanding needed for them to be able to promote children's learning, and also to introduce the value of play as a vehicle for learning for children of different ages, stages and abilities. The focus is from 0 to 8 years of age.

Those who work in the Children's Care, Learning and Development sector need to understand how children develop and learn in order to ensure that they work with them effectively and maximise individual potential. The unit initially enables learners to develop an understanding of theoretical perspectives of development and learning that impact on current practice and provision.

In children's care, learning and development, play is regarded as fundamental to a child's wellbeing and subsequent development. It is also a subject that promotes a lot of discussion and debate amongst practitioners.

In this unit the learner will develop knowledge and understanding of the nature and value of play and the processes of planning, preparing, implementing and evaluating play and learning activities. The role of the adult in all aspects of the provision of play and learning experiences for young children is also considered.

The concept and value of play is further explored in *Unit 31: Introduction to Playwork*, *Unit 32: The Playwork Environment* and *Unit 33: Self-directed Play*.

This unit will be useful for those learners who plan to work with young children in an education and/or care setting, to enable them to provide appropriate play and learning experiences for children and promote their holistic development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the major theories of how children develop and learn
- 2 Understand the role of play in the development of children
- 3 Understand the role of the adult in all aspects of the provision and implementation of play and learning activities for children
- 4 Know how to identify and promote learning opportunities for children aged from 0 to 8 years of age
- 5 Be able to plan, implement and evaluate learning activities for children aged from 0 to 8 years of age
- 6 Be able to provide play situations for children.

Unit content

1 Understand the major theories of how children develop and learn

Development and learning: importance of neuroscience and brain studies; factors that may influence development and learning, eg timing, settings, genetics, environment, health factors, support

Major theories: nature/nurture debate; transmission models of learning – Pavlov and Skinner; 'laissez-faire' views; constructivist view – Piaget; social-constructivist views – Vygotsky and Bruner; advantages/disadvantages of each model; links to current research

How children learn: eg first-hand experiences, through play, being active, using language, stimulation, working with others, doing meaningful activities, feeling secure, appropriate adult intervention, learning to learn

Influence on: the organisation of the early years environment; resourcing; the role of the adult and their interaction with the child

2 Understand the role of play in the development of children

Nature of play: definitions of play; motivational value of play; cultural variations

Stages of play: how they relate to developmental stages, eg solitary, parallel, co-operative, competitive

Types of play activities and learning experiences: free/spontaneous; structured/planned; free-flow; therapeutic; combining types of play; Moyles play spiral; extension of play opportunities; imaginative; creative; expressive; sensory; exploratory; social; fantasy; dramatic; locomotor; mastery; socio-dramatic; symbolic; object; technological/investigative, eg use of IT equipment, maths, science and the environment

Role of play: physical development, eg gross motor skills, fine motor skills; development of early learning, eg language, understanding of the world; emotional development; social development; therapeutic; development of imagination and creativity

3 Understand the role of the adult in all aspects of the provision and implementation of play and learning activities for children

Role: identifying and promoting play and learning opportunities; understanding relevant curriculum requirements; using a balance of activities; integrated approach; planning; preparing; health and safety; implementing; providing encouragement; intervening as required; providing stimulation; building confidence and self-esteem; inclusion; differentiation; extension of activities; observing; monitoring; evaluating; communicating with children and their families; individual learning programmes

Planning and preparation: environment, resources, involving children, discussion with other adults, health and safety, use of everyday routines to enhance learning

Extension of activities: in response to and valuing children's ideas in the development and extension of planned and spontaneous activities; understanding of developmental stage and facilitation of development to the next stage; importance of observation; importance of inclusion

Monitoring strategies: eg how to set and use criteria for monitoring and evaluating, documentation, discussion with colleagues, learner evaluation, child observation, monitoring of participation and learning, monitoring and evaluation of children's enjoyment, reactions and responses, reflecting on own practice

4 Know how to identify and promote learning opportunities for children aged from 0 to 8 years of age

Supporting early learning: early education framework links in home country; promoting key concepts, skills, attitudes and knowledge across all curriculum areas; identifying learning aims and objectives; integrated approach; inclusion; anti-discriminatory practice

Planning activities to support early learning: short, medium and long term planning; taking into account individual needs, eg different learning styles/preferences, individual specific needs, differentiation; importance of observation; use of different types of play as a vehicle for learning; use of ICT; involvement of children, parents, families and external expertise; availability of resources

Monitoring: learning; participation; formative assessment; summative assessment; the assessment process – who, where, when, how; links to planning; evaluation

5 Be able to plan, implement and evaluate learning activities for children aged from 0 to 8 years of age

Planning and preparation: planning within a thematic and non-thematic framework; ensuring children can progress within a given curriculum area; ensuring that the range of children's developmental and specific individual needs are judged realistically; planning and preparation of physical and human resources; use of ICT; consulting with staff, children and families as appropriate; inclusion; differentiation

Role in formal learning: eg literacy, mathematics, science, ICT, knowledge and understanding of the world

Encompass diversity: opportunities for children to extend their explorations and understanding of the wider world and therefore physical, social and cultural settings beyond their immediate experience; promoting equality of opportunity; inclusion; development of anti-discriminatory practice and positive attitudes

Implementation: interpersonal skills; observation skills; monitoring of children's activities; awareness of when to intervene; involvement of children in all aspects including clearing away and tidying; awareness of health and safety

Evaluation: monitoring strategies; use of observation; communicating with relevant others; considering strengths and weaknesses; considering the value and benefits for children; considering further development to extend children's learning and development; improvements for the future; reflecting on own practice; role of the adult

6 Be able to provide play situations for children

Play situations: structured; free

Planning and preparation: physical and human resources; consulting with staff, children and families as appropriate; inclusion

Types of play activities: eg imaginative, creative, expressive, sensory, exploratory, locomotor, fantasy

Review: evaluate play situation set up; role of the adult

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the ways in which children learn with reference to the major theories of learning</p> <p>P2 describe the potential value of play in the development of children</p> <p>P3 describe the role of the adult in all aspects of the provision and implementation of play and learning activities for children</p> <p>P4 use examples to describe how early years settings provide learning opportunities for children from 0-3, 3-5 and 5-8 years of age</p>	<p>M1 with reference to the major theories of learning, explain how children learn</p> <p>M2 explain the potential value of play in the development of children</p> <p>M3 analyse the role of the adult in children's learning</p>	<p>D1 evaluate the major theories of learning, using examples from work placement</p>

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P5 plan and implement two learning activities in early years settings</p> <p>P6 set up and review two different play situations.</p>	<p>M4 explain the value of the two learning activities and the two play situations.</p>	<p>D2 with reference to the major theories of learning, evaluate the two learning activities and the two play situations.</p>

Essential guidance for tutors

Delivery

A flexible and practical range of delivery methods will be needed to help learners to achieve this unit. They should have opportunities to explore a range of play and learning activities, and much of the evidence needed to meet the assessment criteria will need to be generated in the workplace.

Whole class teaching could initially be used to provide a foundation of knowledge and understanding of the major theories of how children develop and learn. This could then be extended by means of small group work, with learners working together to look at different aspects of development and presenting their findings to the whole group as a means of sharing learning.

Whole class teaching will also be needed to explain the key concepts and theories of play so that all learners will develop a basic knowledge and understanding in this area. The types of play listed in the contents section of the unit are for guidance and are by no means exhaustive. Learners should have an understanding of the purposes and functions of play and how the stages and types link together. Learners should be encouraged to discuss the theoretical aspects of types and stages of play and the value play has for children, as well as observing professionals in the workplace.

Videos/DVDs of children at play may provide exemplars of quality play and other material for the observation of children. Learners may use these, for example, to identify areas of development and learning that are being promoted through play. Learners could watch video/DVD material of children at play and discuss the activities being observed. Whilst such discussion could focus on how learning may be promoted through planned play experiences, it will also be useful for learners to observe children participating in spontaneous play in less formal settings, and consider the value of such play for the children concerned.

It may also be useful for learners to make visits to workplaces where exemplary practice can be seen and/or for outside speakers to be invited in to talk to the group.

Other examples of possible activities useful for the delivery of this unit include the use of photographs that provide examples of room arrangements for a range of activities. These could be discussed and used as the basis of ideas for ideal environments.

Learners should be encouraged to use their work placement settings in order to understand how settings promote play and learning opportunities for young children, and the role of the adult in these.

Assessment

Much of the evidence needed to meet the assessment criteria for this unit will need to be generated in the workplace. Centres should note that the activities required for the assessment of this unit can also contribute to the assessment of *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

Learners also need to plan and evaluate their own activities, and should have opportunities to carry out planned activities in their work placements. Plans for learning activities should, wherever possible, fit in with the overall curriculum plan of the setting.

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

The first could be based on P1, P2, P3, M1, M2, M3 and D1.

For P1 learners should refer to the major theories of learning and describe different ways in which children learn. For M1 this can be extended into an explanation, using examples from work placements to illustrate the explanation. D1 then requires learners to use the examples from work placements to evaluate the theories of learning already described. Learners should compare them and consider their strengths and weaknesses, using their observations in the workplace to reinforce the arguments.

P2 requires learners to describe the potential value of play in the development of children. They should also use examples they have observed to help with their description. If these examples are used with best effect to help learners explain the potential value of play, learners will also achieve M2.

P3 requires learners to consider the role of the adult in all aspects of the provision and implementation of play and learning activities for children. Again, examples from the workplace should be drawn upon and can be used to help learners achieve M3, for which they have to examine the role of the adult in detail and explain this role.

A second assignment should be used as the basis of assessment of P4, P5, P6, M4 and D2. This assignment will be based on activities in workplace settings, involving learners in both observations and the planning and implementing of activities. Evidence could include written accounts, photographs, witness testimonies and evaluation sheets. For D2 learners need to refer back to the major theories of learning and consider the strengths and weaknesses of the two learning activities and the two play situations in terms of the proposed outcomes and the development and learning of the children.

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

The knowledge and skills gained during progression through this unit link to and underpin all other units in the programme. The unit links most strongly to *Unit 1: Positive Relationships for Children's Care, Learning and Development* and *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

This unit will provide underpinning knowledge towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 303: Promote children's development

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW9: Plan and support self-directed play.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 4: Know how to communicate effectively

Standard 5: Understand the development of children and young people

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 4: Communicate effectively

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, improving own learning and performance and working with others.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the role of play in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- videos/DVDs
- photographs.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bruce T – *Cultivating Creativity* (Hodder Arnold, 2004) ISBN 0340814675

Bruce T – *Learning through Play* (Hodder Arnold, 2001) ISBN 0340801522

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 1*
(Nelson Thornes, 2007) ISBN 09780748781973

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment
and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book*
(Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate
handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook*
(Nelson Thornes, 2006) ISBN 0748796045

Websites

www.sirenfilms.co.uk

Siren Film and Video Ltd

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the ways in which children learn with reference to the major theories of learning describe the ways in which children learn with reference to the major theories of learning describe the ways in which children learn with reference to the major theories of learning describe the ways in which children learn with reference to the major theories of learning. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> plan and implement two learning activities in early years settings plan and implement two learning activities in early years settings plan and implement two learning activities in early years settings. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the ways in which children learn with reference to the major theories of learning • describe the ways in which children learn with reference to the major theories of learning • describe the ways in which children learn with reference to the major theories of learning. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 8: Research Methodology for Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 90

Unit abstract

Much of the work in children's care, learning and development is grounded in evidence-based practice, and practitioners need to ensure that they can show that the work they do is effective. Potential practitioners therefore need to have a clear understanding of research methodology in order to carry out their own research in settings. For those learners who wish to progress further in their learning this unit will provide a good basis for future work at a higher level.

This unit will enable learners to develop an understanding of the research methodology necessary to carry out basic research in the field of children's care, learning and development. They will then be able to conduct and complete a research project in a relevant topic of interest to them. In addition, the unit enables learners to develop an understanding of the ethical issues and implications of research in the field.

The unit links to and supports many others in the programme, such as *Unit 11: Diet and Nutrition for Children* or *Unit 36: Independent Learning in Children's Care, Learning and Development*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the purpose and role of research within children's care, learning and development
- 2 Understand the research methodologies relevant to children's care, learning and development
- 3 Be able to identify a suitable topic and produce a plan for a research proposal
- 4 Be able to conduct the research and present the findings
- 5 Be able to evaluate the research project
- 6 Understand the implications of and ethical issues related to using research in children's care, learning and development.

Unit content

1 Understand the purpose and role of research within children's care, learning and development

Purpose: identify need, provide further knowledge, highlight gaps in provision

Role: inform policy or practice, extend knowledge and understanding, improve practice, aid reflection, allow progress to be monitored, examine topics of contemporary importance

2 Understand the research methodologies relevant to children's care, learning and development

Types of research: quantitative, qualitative, primary, secondary

Primary sources: questionnaires, interviews, scientific experiment, formal and informal observation

Secondary sources/literature research: internet, journals, media, books

3 Be able to identify a suitable topic and produce a plan for a research proposal

Topic and hypothesis: identification of a suitable children's care, learning and development related topic, literature search, suitability of topic with reference to ethical issues, formulation of a relevant, realistic and identifiable hypothesis, achievable aims

Produce an outline of the planned research: methodology, target group and sample, rationale, timescales, action plan, monitoring and modification

Resources: primary and secondary resources, use of a range of resources

4 Be able to conduct the research and present the findings

Undertaking the research: primary and secondary research, statistics, monitor and review

Introduction: summary of current research in the field with relation to chosen topic

Method: hypothesis, primary research methods, secondary research, recording of data

Results: compiling data, presentation of data, triangulation, graphical representation, use of computer software

Statistical: percentages, mean, median, mode

Methods of presentation: eg bar charts, histograms, graph, pie charts, tables; electronic, drawn

Methods of analysis: use of IT software for processing statistical information; drawing conclusions; bias, error

Ethical considerations: eg use and misuse of results

5 Be able to evaluate the research project

Evaluation and conclusion: compare findings with hypothesis, discussion of findings, relationships of results to current research, identification of limitations of research project, potential areas for further development of research, consideration of implications eg human rights, bias and error, ethical issues, eg confidentiality, data protection; use and misuse of research

Recommendations: for practitioners in their work or policy makers determining children's care, learning and development research

6 Understand the implications of and ethical issues related to using research in children's care, learning and development

Implications: who commissions research, human rights, validity, reliability, consequences/benefits of findings, effects of publications, access to information, vulnerability of client groups

Ethical issues: confidentiality, data protection legislation, policy procedures, authenticity, inclusion of codes of practice, role of the media; use and misuse of data eg statistics which inform practice, office of population and census, social trends

Effects on policy and practice: eg impact of key reports, role of Social Care Institute for Excellence (SCIE), impact of SCIE research on policy

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the purpose and role of research for the children's care, learning and development sector		
P2 describe the key elements of research methodologies		
P3 identify and plan a research topic and carry out a literature search	M1 justify the choice of topic and hypothesis	
P4 carry out the primary research and collect and record appropriate data		
P5 present and report findings in a relevant format, identifying sources of bias or error	M2 review the research methods chosen in relation to the results obtained, any sources of bias or error and ethical considerations	D1 discuss how the methodology of the research project could be altered to reduce bias and error

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 discuss the findings of the research in relation to the original hypothesis	M3 analyse the findings of the research in relation to the original hypothesis	D2 analyse the purpose and role of research in the sector, drawing on the piece of research undertaken.
P7 outline any possible improvements to the research, referring to any relevant implications and ethical issues.	M4 discuss the possible implications that the research results may have on current practice.	

Essential guidance for tutors

Delivery

Initially, knowledge and understanding, with regard to research methodologies gained so far in the programme, needs to be discussed and reviewed. Learners could be asked to consider how and when they have used the knowledge and skills gained in order to research for other units in the programme. Whole class teaching could then be used in order to ensure that learners fully understand the terminology and issues involved in conducting research.

Guest speakers could be invited in to talk about their research to the group. They could, for example, present a piece of research and discuss the methodology, findings and implications, enabling learners to gain insight into the research process and place it in context.

Learners need to understand the different types of research, and will need time to practice both primary and secondary research methods. They could, for example, work in small groups to design a questionnaire, and then pilot its use with other members of the group. They could also practice interviewing each other, or practice their observation skills in small group scenarios.

Learners will need to use secondary sources such as books, periodicals, magazines or the internet to research specific topics for other units in the programme, therefore this unit provides opportunities to improve learners' skills in this area and links with many other units in the programme.

Learners may need guidance in their choice of topic for their research project, but initially there could be a whole class session to collate a range of ideas that learners can choose from if they wish.

Learners may have specific interests around issues that they would like to research, but they need to be aware that their choice of topic should enable them to fulfil the requirements of the assessment criteria. Ethical issues should be discussed in class, and learners made aware of the importance, for example, of respecting confidentiality.

Tutor input will be needed to support learners with the presentation and analysis of research findings. Learners should have opportunities to practice handling research results prior to embarking on their own projects. A short 'mini-project' would allow them to practice primary research methods, present and analyse their results, and consider any ethical issues in relation to their research.

Assessment

Initially, for P1 and P2, a written assignment will provide the learner with the opportunity to demonstrate understanding of the key elements of research methodologies and to discuss the purpose and role of research in the sector.

Learners then need to undertake a research project to meet the remaining requirements of this unit. In order to do this the learner should follow the basic plan laid out in the content of the unit:

- identify purpose and role of proposed research and produce a plan
- carry out a literature search
- select primary methods of data collection and collect data
- select methods of data analysis and analyse data
- review the research considering ethical issues and the outcomes of the task.

Learners should be guided to choose a topic area that will have scope for discussion of ethical issues and any possible impact that research of this type could have. The topic could be linked to other units in the programme, such as *Unit 11: Diet and Nutrition for Children*, or *Unit 13: The Impact of Social Policy on Children's Care, Learning and Development*.

For merit/distinction grades, learners need to review and analyse their piece of research, for example justifying their choice of topic and reviewing their methodology. The ability to demonstrate understanding of the link between research and practice will be key to achievement of the higher grades.

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

The knowledge and skills gained through this unit will underpin many others in the programme. Depending on the choice of project, this unit may enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 307: Promote the health and physical development of children

CCLD 319: Promote healthy living for children and families

CCLD 321: Support children with disabilities or special educational needs and their families

CCLD 324: Support the delivery of community based services to children and families.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in application of number, communication, information and communication technology, improving own learning and performance and working with others.

Social, cultural, spiritual, moral and ethical issues can be introduced through the teaching of this unit, through the research tasks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- literature review from 'The Birth to Three Matters' framework or the Early Years Foundation Stage
- library resources with key texts, appropriate journals and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Alderson P and Morrow V – *Ethics, Social Research and Consulting with Children and Young People* (Barnardo's, 2004) ISBN 1904659071

Bell J – *Doing your Research Project- a guide for first time researchers in health, social care and early years* (Open University Press, 2005) ISBN 0335215041

Bowling A – *Research Methods in Health: Investigating Health and Health Services* (Open University Press, 2002) ISBN 0335206433

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Green S – *Research Methods in Health, Social and Early Years Care* (Nelson Thornes, 2000) ISBN 0748754628

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Walsh M – *Research made Real: A Guide for Students* (Nelson Thornes, 2001) ISBN 0748758410

Journals

Care and Health

Community Care

Nursing Times

Websites

www.barnardos.org.uk	Barnardos
www.bmj.bmjournals.com	British Medical Journal
www.dfes.gov.uk/research	DfES Research resource
www.doh.gov.uk	Department of Health
www.ncb.org.uk	National Children's Bureau
www.scie.org.uk	Social Care Institute for Excellence
www.tactyc.org.uk	Resource for teaching

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> carry out the primary research and collect and record appropriate data carry out the primary research and collect and record appropriate data carry out the primary research and collect and record appropriate data. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use your information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • discuss the findings of the research in relation to the original hypothesis • discuss the findings of the research in relation to the original hypothesis • identify and plan a research topic and carry out a literature search • present and report findings in a relevant format, identifying sources of bias or error. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • identify and plan a research topic and carry out a literature search • present and report findings in a relevant format, identifying sources of bias or error • present and report findings in a relevant format, identifying sources of bias or error. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • identify and plan a research topic and carry out a literature search • carry out the primary research and collect and record appropriate data • identify and plan a research topic and carry out a literature search • carry out the primary research and collect and record appropriate data • identify and plan a research topic and carry out a literature search • carry out the primary research and collect and record appropriate data. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • carry out the primary research and collect and record appropriate data • carry out the primary research and collect and record appropriate data • carry out the primary research and collect and record appropriate data. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 9: Promoting Healthy Development and Living for Children and their Families

NQF Level 3: BTEC National

Guided learning hours: 30

Unit abstract

The aim of this unit is to focus on physical health and development, and to give learners opportunities to explore the importance of promoting the health and physical development of children, in partnership with their families.

Learners will initially examine the factors that potentially affect the health and physical development of children, whilst taking into account individual needs and how these may vary. Learners will then focus on nutritional needs and the requirements of a balanced diet.

Finally, learners will use their work placements to help them explore potential opportunities for the promotion of healthy living choices to children and their families.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 307: Promote the health and physical development of children*, of the National Occupational Standards in Children's Care, Learning and Development.

There are strong links with *Unit 11: Diet and Nutrition for Children* and *Unit 12: Physical Activities for Children*, both of which extend topics introduced in this unit.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand factors affecting the health and physical development of children
- 2 Understand nutritional needs
- 3 Know how to maximise opportunities for the promotion of healthy living to children and their families.

Unit content

1 Understand factors affecting the health and physical development of children

Healthy development: gaining skills and competence, gaining knowledge and understanding, achieving potential

Healthy living: ways of life to bring about good health, extend life expectancy

Factors: taking into account individual health and development needs; variation according to age, gender, ethnic group, abilities; national guidelines on healthy eating and nutrition for children; food/drink to match nutritional needs; appropriate and inappropriate foods for children; special dietary requirements; indoor and outdoor activities to encourage balance, co-ordination, development of gross and fine motor skills, manipulative skills, hand/eye co-ordination, extension of skills, good health; importance of rest after physical activity; personal hygiene; effect of chronic illnesses; substance abuse by themselves or members of the family; role of infection; role of immunisation; location, environment, peer/media influences, economic

2 Understand nutritional needs

Needs: according to individual, eg age, gender, preconception/pregnancy, level of exercise; for healthy development; for healthy living; special dietary requirements; government guidelines; hygienic preparation; encouraging independence

Macro-nutrients:

- Carbohydrate – sources, simple – sugars; complex – starch and non-starch polysaccharides; role in diet
- Proteins – animal and plant sources; essential amino acids; importance of varied diet for vegetarians/vegans; role in the diet
- Fats – animal fats, fish oils, nut oils, vegetable oils; saturated, unsaturated, polyunsaturated; role in the diet

Micro-nutrients:

- Vitamins – sources of A, B (complex), C, D, E, K; role in the diet; fortification of certain foods
- Minerals – sources of calcium, sodium, iron, potassium, role in the diet; fortification of certain foods

Other nutritional needs: water – role in the diet, need according to, eg temperature, activity, age, diet, lifestyle; fibre – role in diet

Concept of balanced diet: intake, needs, dietary reference values, energy balance, nutrient deficiencies, malnutrition

3 Know how to maximise opportunities for the promotion of healthy living to children and their families

Opportunities: to learn about how the body works, to learn about health needs; during routines; during activities; in planned programmes; during discussions; involving children; involving families; inclusion; integrated activities within setting

Health awareness: health implications of different lifestyles; short-term, long-term; adults, children; healthy changes to lifestyle; facilitating change

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline factors that affect the health and physical development of children	M1 explain factors that affect the health and physical development of children	D1 evaluate the potential effects of two factors that affect the health and physical development of children and their families
P2 describe types of macro-nutrients and micro-nutrients and their roles in the diet	M2 explain the roles of the various components of a balanced diet	
P3 describe the requirements of a balanced diet	M3 use two examples from work placements to explain the role of the promotion of healthy living to children and their families.	D2 use two examples from work placements to evaluate the promotion of healthy living to children and their families.
P4 use examples from work placements to describe how opportunities for the promotion of healthy living to children and their families can be maximised.		

Essential guidance for tutors

Delivery

The unit could be introduced by means of small group discussions and research into factors that potentially affect the health and physical development of children. This could be followed by presentations within the whole class, and/or the production of a display.

Research into nutritional needs could also be carried out within small groups. Active learning techniques could be utilised, with learners taking individual responsibility for one aspect of nutrition, researching it and presenting their findings to other members of the group.

Learners should be encouraged to consider issues that are currently topical and therefore gaining media interest. They could also consider patterns in their own eating habits, such as meal patterns, eating at home/away from the home, and consumption of different types of foods.

Opportunities for the promotion of healthy living to children and their families can be initially explored in class, with learners then using their work placements to investigate these further. They could, for example, participate in one or more health-promoting activity/ies at their work placements, and then use this as the basis of evidence for the assessment of this aspect of the unit.

The use of guest speakers and DVDs/videos could assist the delivery of aspects of this unit.

Assessment

This unit could be assessed by means of three assignments.

An initial assignment could be used as the basis of evidence for P1, M1 and D1.

For P1 learners need to identify factors that may affect the health and physical development of children, and briefly describe their potential effects. Some evidence needs to be provided of the importance of taking into account individual health and development needs, and variation according to, for example, age, gender and ethnic group.

This should be extended for M1, with learners explaining the factors. In other words, they need to consider them in more detail and provide reasons for the potential effects of the factors.

For D1 learners need to choose two factors and evaluate their potential effects. They could, for example, choose nutrition and exercise as the basis of an evaluation into the contribution made by each to the healthy development and lifestyles of children. There could also be links here with *Unit 11: Diet and Nutrition for Children* and *Unit 12: Physical Activities for Children*.

A second assignment could be used as the basis of evidence for P2, P3 and M2.

Evidence for P2 and P3 could be in the form of a written assignment, possibly supplemented by posters or records of presentations. The evidence needs to demonstrate understanding not only of the nutritional needs of children at different ages, but of the changes in these needs as individuals progress through the lifespan. In particular, nutritional needs during pregnancy need to be briefly described.

M2 requires learners to explain the roles of the various components of a balanced diet, thus extending both P2 and P3.

A final assignment could then be used to assess P4, M3 and D2.

P4 requires learners to use their work placements to provide examples of how opportunities for the promotion of healthy living to children and their families can be maximised. At least four examples should be provided within the description.

For M3 learners then need to choose two examples and use them as the basis of an explanation of the role of the promotion of healthy living to children and their families. They could, for example, choose two examples they have actively participated in, and then develop this into the evaluation required for D2.

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

The knowledge gained during progression through this unit links to many other units in the programme, including *Unit 11: Diet and Nutrition for Children* and *Unit 12: Physical Activities for Children*.

The unit will provide the underpinning knowledge required for *CCLD 307: Promote the health and physical development of children* of the Level 3 NVQ in Children's Care, Learning and Development.

It should additionally provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- enabling environments.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of factors affecting development.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- IT resources
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- guest speakers
- video/DVD materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children’s Care, Learning and Development Book 1*
(Nelson Thornes, 2007) ISBN 09780748781973

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children’s Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children’s Care, Learning and Development student book*
(Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children’s Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Journals

Child Development

Early Years Educator

Nursery World

Websites

www.childdevelopmentinfo.com Child development resource

www.ncb.org.uk National Children’s Bureau

www.schoolfoodtrust.org.uk School Food Trust

www.surestart.gov.uk Surestart

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> outline factors that affect the health and physical development of children outline factors that affect the health and physical development of children describe types of macro-nutrients and micro-nutrients and their roles in the diet describe types of macro-nutrients and micro-nutrients and their roles in the diet. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe types of macro-nutrients and micro-nutrients and their roles in the diet describe types of macro-nutrients and micro-nutrients and their roles in the diet describe types of macro-nutrients and micro-nutrients and their roles in the diet. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from work placements to describe how opportunities for the promotion of healthy living to children and their families can be maximised • use examples from work placements to describe how opportunities for the promotion of healthy living to children and their families can be maximised • use examples from work placements to describe how opportunities for the promotion of healthy living to children and their families can be maximised. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 10: Promoting Wellbeing and Resilience in Children

NQF Level 3: BTEC National

Guided learning hours: 30

Unit abstract

Understanding the everyday needs of children and young people in terms of emotional health and wellbeing is at the very heart of work in the children's care, learning and development sector.

This unit enables learners to gain understanding of factors that contribute to the development of positive self-esteem, including strategies that encourage children to sustain a positive approach in their lives.

Initially learners will consider the importance of providing an emotionally secure, yet challenging environment for children. They will then explore the development of children's self-reliance, self-esteem and emotional resilience and how this development may be encouraged.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 308: Promote children's wellbeing and resilience* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to provide a supportive and challenging environment
- 2 Understand factors affecting the development of children's self-reliance, self-esteem and emotional resilience
- 3 Understand how to encourage children's self-reliance, self-esteem and resilience.

Unit content

1 Understand how to provide a supportive and challenging environment

Supportive environment: emotionally safe - allowing children to express their feelings freely; demonstrating respect and value for children's views, opinions and feelings, importance of trust, openness and honesty in practitioners' relationships with children; helping children understand, express and manage their feelings; supporting children's resilience, according to age, needs and abilities; helping children and young people relate to others

Helping children relate to others: encouraging children to consider the feelings of others; encouraging children to share and co-operate in joint activities; integrated activities that positively value diversity; verbal and non verbal communication skills to encourage integration and the valuing of diversity

Challenging environment: encouraging children to try new activities and experiences; setting developmentally appropriate challenges; encouraging and supporting children to test and stretch their skills and abilities; helping children support each other through challenging activities and achievements; risk assessment in line with organisational policy that takes all reasonable precautions without restricting opportunities for development; encouraging children to assess risks to themselves and others from their activity and behaviour; intervening in situations where children are at risk of harm

2 Understand factors affecting the development of children's self-reliance, self-esteem and emotional resilience

Emotional development: sense of self, identity, temperament, personality, self-concept

Social development: empathy, pro-social behaviour; managing conflict to protect a sense of wellbeing; family and cultural differences, additional needs, peer group influences

Moral development: perspectives according to age and stage of development, personal and family beliefs and circumstances

Factors affecting self-reliance, self-esteem and resilience: eg attachments, family support, temperament, transitional events such as changing school; life stages such as puberty/adolescence; life events such as divorce within the family, bereavement, moving house

3 Understand how to encourage children's self-reliance, self-esteem and resilience

Strategies: providing focused attention; the importance of not judging children, directing comments at behaviour rather than the individual; helping children predict outcomes of actions and behaviours, helping children identify boundaries of acceptable and unacceptable behaviour, helping children adjust unacceptable behaviour; helping children try new activities to realise personal goals; positive affirmation; encouragement; in line with national frameworks and organisational policies

Encourage children: eg to test their own skills and abilities, to consider risks, to support others when encountering challenges, to manage success and failure in ways that do not damage their self-esteem, to manage feelings of disappointment

Policies: working in partnership with parents, colleagues, other professionals and children in sustaining the emotional security of the setting; how national frameworks and organisational policy can support risk assessment and the principles of an inclusive setting

Self-assessment: recognising and managing own negative feelings, eg lack of confidence, feelings of inadequacy

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 use examples from work placements to describe how to provide a supportive and challenging environment for children	M1 use examples from work placements to explain the importance of providing a supportive and challenging environment for children	D1 evaluate three work placement practices in terms of providing a supportive and challenging environment for children
P2 describe three factors that may affect children's self-reliance, self-esteem and emotional resilience	M2 explain how three different factors may affect children's self-reliance, self-esteem and emotional resilience	D2 evaluate three different factors in terms of how they may affect children's self-reliance, self-esteem and emotional resilience.
P3 describe strategies that positively encourage children's self-reliance, self-esteem and resilience.	M3 explain how three different strategies may positively encourage children's self-reliance, self-esteem and resilience.	D3 evaluate the use of three different strategies that may positively encourage children's self-reliance, self-esteem and resilience in a work placement setting.

Essential guidance for tutors

Delivery

The unit could be introduced by means of small group discussions into the provision of a supportive yet challenging environment for children, and possible conflicts that could arise here.

Learners should explore the provision of an emotionally secure environment and how children can be encouraged to work with one another positively, adopting a non-judgemental attitude towards others. There should be consideration of the value of diversity, and learners should also be encouraged to examine their own thoughts and feelings with regards to these issues. Potential conflicts between the need for both inclusion and differentiation could be a subject for discussion.

Thoughts and opinions could then be shared amongst the whole class, with learners being encouraged to consider both their own school or college environment as well as their work placement settings.

Learners should be encouraged to recognise that they themselves should be good role models in terms of demonstrating respect, being effective listeners and giving focused attention when needed.

Research into emotional, social and moral development could also be carried out within small groups, with learners then discussing factors that potentially affect self-reliance, self-esteem and resilience. Learners need to be aware that children perceive others and situations differently according to their age and stage of development. There are strong links here with *Unit 3: Promoting Children's Development*, and delivery should take this into account. Aspects of emotional, social and moral development could just be reinforced and /or extended if required.

Strategies for encouraging children's self-reliance, self-esteem and resilience could be initially explored by the learners at their work placement settings, and then different experiences and strategies shared within the class.

The range of strategies explored should be based on potential positive outcomes and enable children, whatever their background, abilities or personal circumstances, to become confident and resilient individuals. The use of case studies may be helpful here.

Delivery of this unit should include reference to national frameworks and organisational policies. The importance of integrated practices and working in partnership with parents and other professionals should also be emphasised.

The use of guest speakers and DVDs/videos could assist the delivery of aspects of this unit.

Self-assessment could be a useful tool within the delivery of this unit, with learners being encouraged to explore their own self-concept. Considering what sort of situations make, or have made, the learners feel uncomfortable, or lacking in confidence, will contribute to their understanding of children's perceptions.

Assessment

This unit could be assessed by means of two or three assignments.

An initial assignment could be used as the basis of evidence for P1, M1 and D1.

For P1 learners need to consider their work placement settings and describe how to provide a supportive and challenging environment for children, using examples to support their description.

M1 requires learners to use the examples to explain the importance of providing a supportive and challenging environment for children. In other words, why the examples cited are effective in supporting the development of the children.

D1 requires learners to choose three practices from their work placements and consider their strengths and weaknesses in terms of providing a supportive and challenging environment for children. They need to consider that the needs of children vary and take this into account when carrying out their evaluations. This will require differentiation of the needs of children according to age and stage of development, personal and social circumstances, individual abilities, personality and temperament.

A second larger assignment could then be used to assess P2, P3, M2, M3, D2 and D3, though this could be split into two smaller assignments, according to the needs of the learning cohort.

For P2, learners need to describe three factors that may affect children's self-reliance, self-esteem and emotional resilience. They could, for example, consider the role of temperament, attachments and life events. They would then need to consider each in turn and describe the potential influence of each on children. By including temperament as an example, learners would be able to fully consider the issue of children being individuals and therefore potentially affected in different ways by different factors.

M2 requires learners to explain how the three different factors may affect children's self-reliance, self-esteem and emotional resilience, with D2 requiring learners to compare the three factors, weighing up the relative potential impact of each on individual children, again bearing in mind the differing needs of children.

For P3 learners need to draw upon their work placement experiences and describe strategies that positively encourage children's self-reliance, self-esteem and resilience. They should cite examples of at least three different strategies. For M3, learners need to explain how three different strategies may positively encourage children's self-reliance, self-esteem and resilience. Again, they need to remember that children may respond differently, both to other children and to changing circumstances.

For D3, learners again need to differentiate the needs of children according to age and stage of development, personal and social circumstances, individual abilities, personality and temperament. Learners need to analyse the indicators of poor self-reliance, self-esteem and resilience and evaluate potential strategies, explaining the rationale.

A case study could be used in the assessment of this unit to support evidence obtained from work placement settings.

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

The knowledge gained during progression through this unit links to many other units in the programme, including *Unit 1: Positive Relationships for Children's Care, Learning and Development* and *Unit 2: Positive Environments for Children's Care, Learning and Development*.

The unit will provide the underpinning knowledge required for *CCLD 308: Promote children's wellbeing and resilience* of the Level 3 NVQ in Children's Care, Learning and Development.

It should additionally provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of factors affecting self-esteem and resilience.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- guest speakers.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 2* (Nelson Thornes, 2007) ISBN 09780748781980

Kamen T – *Children's Care, Learning and Development S/NVQ Level 3* (Hodder Arnold, 2007) ISBN 9780340929391

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Nursery World

Children Now

Parents

Websites

www.dfes.gov.uk

Department for Education and Skills

www.playlink.org.uk

Playlink

www.sirenfilms.co.uk

Siren Film and Video Ltd

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from work placements to describe how to provide a supportive and challenging environment for children • use examples from work placements to describe how to provide a supportive and challenging environment for children • describe three factors that may affect children's self-reliance, self-esteem and emotional resilience • describe three factors that may affect children's self-reliance, self-esteem and emotional resilience. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe three factors that may affect children's self-reliance, self-esteem and emotional resilience describe three factors that may affect children's self-reliance, self-esteem and emotional resilience describe three factors that may affect children's self-reliance, self-esteem and emotional resilience. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe strategies that positively encourage children's self-reliance, self-esteem and resilience describe strategies that positively encourage children's self-reliance, self-esteem and resilience describe strategies that positively encourage children's self-reliance, self-esteem and resilience. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 11: Diet and Nutrition for Children

NQF Level 3: BTEC Nationals

Guided learning hours: 30

Unit abstract

The importance of the food we eat, and the effects of inappropriate diets, have become highlighted in recent years. There has been growing recognition of the problems of obesity and poor diet, not only in adults but also in children.

It is important for learners to have a good understanding of the principles of nutrition and diet in order for them to maintain or improve their own diet and health, as well as that of the babies and children for whom they care.

This unit links strongly to *Unit 9: Promoting Healthy Development and Living for Children and their Families*, in which nutritional needs were explored. Unit 11 aims to develop learners' understanding of nutrition further, in terms of the principles of infant feeding and diet of children, including the food choices children make, and the potential effects of an unbalanced diet on children's health. Learners will also explore the principles of food safety.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the principles of infant feeding and diet of children
- 2 Understand the potential effects of diet on children's health
- 3 Understand the principles of food safety.

Unit content

1 Understand the principles of infant feeding and diet of children

Breast feeding: preparation; process; timing; constituents of breast milk; importance of maternal diet; advantages

Bottle feeding: feed preparation; bottles; sterilisation of equipment; amounts; consistence; temperature; timing; constituents of formula feeds; advantages

Weaning: age; gradual introduction of foods; types of foods; potential allergies; need for protein; need for iron

Diet of older babies and young children: energy requirements; nutrients; balanced diet; development of range of food; food preferences; potential effects of food additives

Diet of older children: energy requirements; nutrients; balanced diet; food preferences; peer group pressures; school meals; requirements during puberty; fast foods; potential effects of food additives

Presentation of food: colour; variety; use of cutlery; manageable sizes

Social aspects: environment; sociable occasion; enjoyment of eating

Personal preferences: food choices; likes and dislikes; cultural differences; coping with a 'fussy' eater; religious observances; vegetarianism; seasonal variation; regional and national differences

2 Understand the potential effects of diet on children's health

Unbalanced diet: malnutrition, over-nutrition and under-nutrition; specific nutrient deficiencies, eg anaemia, rickets, tooth decay, night blindness, beriberi, scurvy; obesity; diabetes; constipation; susceptibility to infections

Food intolerance: allergies, eg nuts; enzyme defects, eg milk intolerance

Other: eg potential effects of additives, food contamination/poisoning

3 Understand the principles of food safety

Safe practice: conforming to legislation and regulations from relevant sections of Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995, Food Safety (Temperature Control) Regulations 1995, Hazard Analysis Critical Control Point (HACCP)

Safe practices: hygiene control; temperature control; pest control

Effects of unsafe practices: types of food contamination – chemical, physical, biological; bacterial food poisoning, eg *Clostridium perfringens*, *Staphylococcus aureus*, *Campylobacter*, *Bacillus cereus*, *Salmonella* species, *E. coli*; sources of food poisoning bacteria; symptoms of food poisoning; specific vulnerability, eg age-related, pregnancy

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the key principles of breast and bottle feeding	M1 plan a bottle feeding routine for a baby giving explanations for each step	D1 analyse the menu produced, from the point of view of nutrients, balance and the health of a child
P2 describe the process of weaning and the feeding of older babies and young children	M2 explain the importance of the process of weaning	D2 evaluate the food safety practices in a children's setting.
P3 describe the main considerations in presenting food to young children		
P4 describe the potential effects of an unbalanced diet on babies and children	M3 produce a balanced menu for a three year old child for a week, justifying the choices	
P3 describe the principles of food safety and the potential effects of unsafe practice.	M4 explain the potential effects of unsafe food practices in children's settings.	

Essential guidance for tutors

Delivery

There are strong links to *Unit 9: Promoting Healthy Development and Living for Children and their Families*, and centres are advised that Unit 9 is considered to be a prerequisite for Unit 11. At the very least, learners should have covered learning outcome 2 of *Unit 9: Promoting Healthy Development and Living for Children and their Families* prior to commencing Unit 11.

Learners could initially discuss their own experiences from their work placement settings with respect to the nature of the food and drinks provided, the presentation of the food, and food hygiene issues.

In terms of nutrition for children, there could be input from the tutor in the early stages, supplemented by guided learner research using the internet and other resources. It may be also be useful to have outside speakers such as a health visitor or nutritionist.

Issues that are currently topical could be explored by learners, using resources such as newspapers, magazines and the internet. Learners need to be aware, however, of the importance of using a range of resources in order to gain a balanced view.

Delivery of this unit should be as practical as resources permit. At the very least, the unit should include some practical work with respect to the preparation of feeds and the sterilisation of feeding equipment.

If learners also have the opportunity to prepare meals or snacks for children this would enhance delivery. Learners could also use this as a vehicle for the discussion of issues such as portion sizes, relative amounts of different types of food and how the food is presented, including the role of colour.

This unit provides an excellent opportunity for learners to gain a recognised food hygiene qualification.

Assessment

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

An initial assignment could be used to assess P1, P2, M1 and M2.

For P1 a description of the key principles of breast and bottle feeding is required, followed by a plan of a bottle feeding routine for a baby, for M1. This plan should include a step by step guide to the routine, giving explanations for each step.

For P2, learners need to describe the process of weaning and the feeding of older babies and young children. This should include the use of examples, and for M2 should be extended to include an explanation of the importance of the process of weaning, again using examples.

A second assignment could be used as a vehicle for assessment of P3, P4, M3 and D1.

P3 and P4 could be linked into one piece of descriptive work, with M3 requiring a plan of a balanced menu for a three year old child for a week. The menu should include a range of different types of foods, and the choices of food and drinks justified. This justification should include reference to the nutritional value of the food and drinks, including dietary reference values, and also include reference to issues such as personal taste and presentation.

For D1 this justification should be extended, with the menu being analysed. Learners could use either an appropriate software package, or food tables, to initially analyse the food suggested in the menu. This analysis should then be used by learners as the basis for their own written explanation of why the menu is appropriate. Dietary reference values should be referred to.

A final assignment could then be used to assess P5, M4 and D2. Evidence of achievement of a recognised food hygiene qualification will fulfil the requirements of P5, with learners then providing an explanation of the potential effects of unsafe food practices in children's settings, for M4. Examples should be used as the basis of this explanation.

D2 requires learners to evaluate the food safety practices in a children's setting. They are likely to use their work placement settings as the basis of this evaluation, considering the strengths and weaknesses of the practices in the settings.

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

The knowledge gained during progression through this unit links to many other units in *the programme*, including *Unit 2: Positive Environments for Children's Care, Learning and Development* and *Unit 9: Promoting Healthy Development and Living for Children and their Families*.

The unit should provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

- CCLD 303: Promote children's development
- CCLD 304: Reflect on and develop practice
- CCLD 307: Promote the health and physical development of children
- CCLD 314: Provide physical care that promotes the health and development of babies and children under 3 years.

The unit should also enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Playwork:

- PW10: Reflect on and develop practice
- PW13: Contribute to children's health and wellbeing.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- enabling environments.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of different social conventions associated with food and different diets.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- feeding equipment for babies
- sterilisation equipment/materials
- IT resources
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- access to a kitchen for the preparation and presentation of food
- food storage equipment
- equipment for the preparation of food
- National Diet and Nutrition Survey 4-18 years – available from <http://statistics.gov.uk/ssd/surveys>
- The Nutrient Databank Data Files - available from Her Majesty's Stationery Office, St Clements House, 2-16 Colegate, Norwich NR3 1BQ
- guest speakers
- video/DVD materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Arnold A and Bender D – *Food Tables and Labelling* (Oxford University Press, 1999)
ISBN 0198328141

Barasi M – *Human Nutrition: A Health Perspective* (Hodder Arnold, 2003)
ISBN 0340810254

Bender D – *An Introduction to Nutrition and Metabolism* (Taylor and Francis, 2002)
ISBN 0415257999

Byrom S – *Pocket Guide to Nutrition and Dietetics* (Churchill Livingstone, 2002)
ISBN 0443071365

Crawley H (Editor) – *Food Portion Sizes (Maff Handbook)* (HMSO, 1994)
ISBN 0112429610

Gibney M, Voster H and Kok J – *Introduction to Human Nutrition* (Blackwell Publishing, 2002) ISBN 063205624X

Green S – *BTEC National Children's Care, Learning and Development Book 2* (Nelson Thornes, 2007) ISBN 09780748781980

Lean M – *Fox and Cameron's Food Science, Nutrition and Health* (Hodder Arnold, 2006) ISBN 0340809485

Mann J and Truswell S – *Essentials of Human Nutrition* (Oxford University Press, 2007) ISBN 0199290970

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Truswell S A – *ABC of Nutrition* (BMJ Books, 2002) ISBN 0727916645

Journals

Care and Health

Child Development

Early Years Educator

Health Service Journal

Human Nutrition and Dietetics

Nursery World

Public Health Nutrition

Websites

There are numerous websites for nutrition. They should be used with caution as many are commercial sites selling nutrition products.

Sites limited to the United Kingdom would be recommended.

There are several commercially available food analysis data bases; these should be UK based as they may be linked automatically to the DRVs used in the UK.

American sites will relate to American recommended intakes not used in the UK.

www.dfes.gov.uk	Department for Education and Skills
www.food.gov.uk	Food Standards Agency
www.foodinschools.org	Food in Schools
www.healthyschoollunches.org	Healthy School Lunches
www.nutrition.org.uk	British Nutrition Foundation
www.schoolfoodtrust.org.uk	School Food Trust
www.surestart.gov.uk	Surestart

www.teachernet.gov.uk

Teachernet

www.vegsoc.org.uk

Vegetarian Society

www.wiredforhealth.gov.uk

Website for Healthy Schools programme

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the main considerations in presenting food to young children describe the potential effects of an unbalanced diet on babies and children describe the main considerations in presenting food to young children describe the potential effects of an unbalanced diet on babies and children describe the potential effects of an unbalanced diet on babies and children describe the potential effects of an unbalanced diet on babies and children. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the potential effects of an unbalanced diet on babies and children describe the potential effects of an unbalanced diet on babies and children describe the potential effects of an unbalanced diet on babies and children. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the process of weaning and the feeding of older babies and young children describe the process of weaning and the feeding of older babies and young children describe the process of weaning and the feeding of older babies and young children. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 12: Physical Activities for Children

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

The aim of this unit is to focus on physical activities for children, and how these can aid healthy development.

Learners will initially explore the anatomy and physiology of the human body, including differences between mature and immature systems. They will consider the role of physical activities in the healthy development of children, and plan, implement and evaluate some activities. They will then explore the adaptation of these activities for children with additional needs.

There are strong links with *Unit 9: Promoting Healthy Development and Living for Children and their Families* and *Unit 11: Diet and Nutrition for Children*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the anatomy and physiology of the growing child with reference to physical activity
- 2 Be able to devise, justify, prepare, implement, monitor and evaluate a range of physical activities suitable for babies and children
- 3 Understand adaptations to a selected range of physical activities for babies and children with additional needs.

Unit content

1 Understand the anatomy and physiology of the growing child with reference to physical activity

Skeletal system: functions; classification of bones and joints; connective tissue; movement and levers; effects of exercise on the growing skeleton

Muscular system: functions; types of muscle; muscle action; muscle tone; isotonic and isometric contraction; major muscle location and action; stamina; effects of exercise on growing muscles

Circulatory system: functions; heart; blood vessels; pulmonary and systemic circulation; blood; blood pressure and pulse; exercise and the growing circulatory system

Respiratory system: functions; trachea; bronchi; bronchioles; alveoli; mechanism of breathing; gaseous exchange; exercise and respiratory system

Nervous system: functions; central and peripheral nervous system

Energy systems: fat distribution; aerobic and anaerobic

Developmental: differences between mature and immature systems; links to all-round development

2 Be able to devise, justify, prepare, implement, monitor and evaluate a range of physical activities suitable for babies and children

Basic framework for physical session: warm-up; development of theme; concluding activity; wind down; rest and recovery

Teaching basic skills: general body management; projecting objects; receiving objects; footwork

Indoor activities: eg creative movement, dance, small and large play equipment, games (individual, pairs, group), swimming for babies and children

Outdoor activities: eg small and large play equipment, games (individual, pairs, group, team), athletics for babies and children, safety procedures, checks and maintenance of equipment

Playground activities: eg small equipment, games (individual, pairs, group) to improve use of school playtimes

Promote healthy development and lifestyle: activities to develop cardiovascular health; activities to develop balance, skill and co-ordination of large muscles; activities to develop flexibility, muscular strength and endurance; activities to support fine motor skill development; activities to support development of hand/eye co-ordination; activities that encourage co-operation, sharing and turn taking among children; long- and short-term effects of exercise for babies and children

Planning: observation and assessment of children's abilities for physical activity; setting realistic goals; inclusive; prediction of outcomes; referencing activities to the relevant home country curriculum; composing/planning moves or routines in advance; written planning; appropriate clothing; risk assessment in line with organisational policy and without limiting opportunities to extend and challenge skills and experience

Implementation: equipment and personnel required; suitable environment; health and safety; encouragement and reward; inclusion

Provision for those children with specific needs: teaching basic skills; encouraging and monitoring children's progress and performance

Evaluation: observation; improving activity delivery; providing for children's progress; repeating skills; improving weak areas; comparing and contrasting to objectives set for activity; setting realistic goals

3 Understand adaptations to a selected range of physical activities for babies and children with additional needs

Acquisition of physical skills: perceptual; motor process; classification of motor skills

Factors affecting skill development: eg cerebral palsy, spina-bifida, muscular dystrophy, asthma, cardiac conditions, epilepsy, sensory impairment

Adaptation of activities: physical impairment; sensory impairment; learning difficulties

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems		
P2 describe the effects of exercise on body systems and on growth and development	M1 explain the effects of exercise on growth and development	
P3 describe how physical activities promote healthy development	M2 explain how physical activities promote healthy development	D1 evaluate the relative benefits of two different types of exercise in terms of promoting healthy development
P4 plan four age-appropriate physical activities with reference to safe practice and the relevant curriculum framework		

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 implement, monitor and record the planned activities	M3 explain how the activities carried out meet the relevant curricular objectives	D2 evaluate the activities that have been undertaken and make recommendations for improvements
P6 describe ways to adapt the activities for children with additional needs.	M4 explain how the adaptations make the activities accessible and appropriate for children with additional needs.	D3 evaluate the role of the adapted activities in the promoting of healthy development and lifestyle for children with additional needs.

Essential guidance for tutors

Delivery

Some initial tutor input will be required for this unit, with respect to the anatomy and physiology of the growing child. Following this, learners could then undertake their own research for appropriate topics. They could work in small groups to research an aspect of anatomy and physiology, then present this to the rest of the group. Learning could then be reinforced with the use of worksheets, quizzes or other active learning techniques.

The unit lends itself to the exploration of local resources for physical activity for children, such as playgrounds, parks and leisure centres. It would be useful for learners to observe children actively using these resources.

Observing physical education sessions whilst on work placement will also be useful, as would visits from guest speakers.

Learners could be encouraged to plan their age-appropriate physical activities in class, and discuss them with their peers. They could also practise implementing the activities in a class situation, prior to full implementation with the appropriate age group.

Visits could be arranged to appropriate settings in order for learners to gain knowledge and understanding of adaptations needed for babies and children with additional needs.

Assessment

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

The first could assess P1, P2 and M1, focusing on the anatomy and physiology of the main body systems, and the effects of exercise on the body systems and on growth and development.

Centres need to ensure that the work presented for assessment is entirely that of the learner. Materials downloaded from the internet are not acceptable as evidence. If learners use images within their assignments they need to supplement these through annotated labelling or pieces of writing. Likewise, whilst some of the research carried out for this assignment will have been group work, the work presented for assessment must be that of the individual learner.

Evidence for this assignment could be a combination of annotated images/diagrams, pieces of writing and/or records of presentations. Posters could also be submitted.

A second assignment could be used as the basis of assessment for P3, M2 and D1. Learners are required to consider the role of exercise in the promotion of healthy development. For D1, learners could use an example of aerobic exercise and compare this to an example of anaerobic exercise.

A final assignment could be based on the planned activities, assessing P4, P5, P6, M3, M4, D2 and D3.

Learners should use the appropriate curriculum framework, as relevant to their home country, when planning their activities.

Learners should carry out the planned physical activities with children and use their experiences to gather evidence and to develop their skills and understanding. Such activities should be supervised appropriately. Learners need to present their evidence in the form of plans and other written evidence that details the activities, including the importance of safe practice and how this was maintained.

Learners then need to provide evidence for how the physical activities could be adapted for children with additional needs.

Evidence could be supplemented by the use of witness statements, feedback sheets from the participating children, or placement reports.

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

The knowledge gained during progression through this unit links to many other units in the programme, including *Unit 9: Promoting Healthy Development and Living for Children and their Families* and *Unit 11: Diet and Nutrition for Children*.

The unit should provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 303: Promote children's development

CCLD 304: Reflect on and develop practice

CCLD 307: Promote the health and physical development of children

The unit should also enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice

PW13: Contribute to children's health and wellbeing.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- enabling environments.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Health and safety issues can be introduced through the teaching of this unit, through the planned activities.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- resources for supervised activities
- IT resources
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- guest speakers
- video/DVD materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bilton H – *Playing Outside* (David Fulton, 2004)

Doherty J and Bailey R – *Supporting Physical Development and Play in the Early Years* (Open University Press, 2002)

Green S – *BTEC National Children's Care, Learning and Development Book 2* (Nelson Thornes, 2007) ISBN 09780748781980

Hall J – *Games for Infants* (Black, 2000)

National Curriculum (Stationery Office, 2000)

Journals

Child Development

Early Years Educator

Nursery World

Websites

www.childdevelopmentinfo.com Child Development Resource

www.ncb.org.uk National Children's Bureau

www.surestart.gov.uk Surestart

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems describe the structure, function and arrangement of the body systems detailing the differences between mature and immature systems. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> implement, monitor and record the planned activities implement, monitor and record the planned activities implement, monitor and record the planned activities. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 13: The Impact of Social Policy on Children's Care, Learning and Development

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

This unit provides learners with an understanding of how provision for children's care learning and development is placed within a wider social and political agenda.

Learners will gain knowledge and understanding of the structure of government in their home country and the processes involved in policy making. They will then explore the role of legislation in shaping practices for children's provision. Influences on policy making for children's care, learning and development will also be considered.

The unit also examines the impact of current legislation on provision for children.

This unit is suitable for learners who wish to develop a breadth of understanding of children's care learning and development and who may wish progress to employment in a policy-related field or to higher education.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the structure of government and the administrative mechanisms for policy decisions
- 2 Understand influences on policy making for children's care, learning and development
- 3 Understand how legislation shapes practice
- 4 Understand the effects of social policy on family structures and functions.

Unit content

1 Understand the structure of government and the administrative mechanisms for policy decisions

The levels of government and their impact on policy decisions: with respect to home country; local government; central government; the range of government departments; European Union

Home country: eg England, Wales, Northern Ireland

The policy making process: how laws are made; raising awareness, commissioning of research, recommendations, Green Paper, White Paper

2 Understand influences on policy making for children's care, learning and development

Political basis: ideologies in relation to children's care learning and development; differing political perspectives

Influences: demographic change; pressure groups; the mass media; international, European, national, regional and local bodies

Demographic change: factors effecting demographic trends; social policy in relation to internal migration, external migration, birth and death rates

Types of pressure groups: formal, informal, local, national

The purpose and function of pressure groups: eg Child Poverty Action Group, National Association for the Welfare of Children in Hospital, Gingerbread, Fathers 4 Justice

Influence of pressure groups: raising awareness; changes in government policy; the impact of pressure groups and collective action

Range of bodies: European parliament; national bodies, eg Ofsted; local and regional government and their influence on early years settings, eg Early Years Development and Childcare Partnerships

Key international/European policies: eg United Nations Convention on the Rights of the Child 1989, European Union Social Chapter 1991, Hague Convention 1991, Pregnancy Leave Directive 1992, Working Time Directive 1993

Control and impact: central government control over local government; the role of the European Community and its influence on British social policy in addressing key childcare issues, eg violence, bullying, child safety

3 Understand how legislation shapes practice

Political basis: social policy in relation to children's care learning and development; differing political perspectives

Key legislation: relevant sections from eg Protection of Children Act 1999, Special Educational Needs and Disability Act 2001, Children Act 1989 and 2004, Disability Discrimination Act 2005, Mental Capacity Act 2005, Childcare Act 2006

Historical context: relevant sections of policy that have shaped current provision for children, eg The Butler Act 1944, Plowden Report 1968, Sex Discrimination Act 1975, Race Relations Act 1976, Rumbold Report 1990, Nursery Education and Grant-Maintained Schools Act 1996

Current issues: as appropriate to home country; current issues and trends in government policy in relation to the children's sector, eg Every Child Matters, the Outcomes Framework, Integrated Services, Children's Services, Children's Trusts, SureStart, extended schools, children's centres, wrap-around care, child protection, Common Assessment Framework, Early Years Foundation stage, National Service Framework for Children, Young People and Maternity Services, Common Core of Skills and Knowledge for the Children's Workforce/common generic units, Integrated Qualifications Framework, partnership arrangements, multi-agency working, workforce development

4 Understand the effects of social policy on family structures and functions

Family structures and functions: characteristics of the modern family, stability; influence of social policy

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the levels of government relevant to home country</p> <p>P2 describe the policy making process</p> <p>P3 use two examples to describe how political ideologies and perspectives influence social policy</p> <p>P4 use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development</p>	<p>M1 use examples to explain the role of pressure groups in influencing social policy decisions in relation to provision for children's care, learning and development</p>	<p>D1 evaluate the role of pressure groups in influencing social policy decisions in relation to provision for children's care, learning and development</p>

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P5 use three examples to describe current issues and trends in government policy in relation to children's care, learning and development</p> <p>P6 describe potential effects of social policy with respect to the family.</p>	<p>M2 use examples to analyse the potential effects of current trends in government policy on provision for children's care, learning and development</p> <p>M3 analyse the role of social policy with respect to the family.</p>	<p>D2 evaluate the potential effects of current trends in government policy on provision for children's care, learning and development.</p>

Essential guidance for tutors

Delivery

This unit needs to be delivered using active learning techniques, encouraging learners to reflect on the issues raised.

Learners need to understand both the structure of the government in their own country, and the influence of the European Union on the policy making in that country. This could be achieved through a mixture of tutor input, small group research and posters or presentations. A visit to a government organisation/department could also be useful for learners.

Learners need to develop awareness that the government's responses to issues in relation to children will vary due to many influencing factors. They should already have knowledge of legislation such as the Children Act 2004, which could be further explored before introducing other legislation. Group displays on key pieces of legislation and how they relate to certain areas of childcare provision may be a useful way to broaden learning. Learners need to develop accurate knowledge and understanding of recent reforms in terms of provision for children's care, learning and development.

The use of group discussion is recommended for this unit, as is providing opportunities for learners to research and explore topics such as current initiatives, legislation or the work of pressure groups. Guest speakers, from local government or pressure groups for example, could also be invited in to talk to learners.

Assessment

Evidence for this unit should be mainly in the form of writing/essays, with records of posters/presentations and/or class discussions, including audio and video tapes, being used to supplement these.

Fictional case studies extracted from books, textbooks, television programmes or contemporary literature could be used to generate some of the evidence for this unit in relation, for example, to the potential impact of social policy. This could be supported by independent research using relevant sources such as newspapers, journals and the internet. These sources should be appropriately referenced.

Whilst small group work may contribute to some of the research necessary for this unit, possibly in relation to government policy, it is important that work submitted for assessment is entirely that of the individual learner.

Learners need to demonstrate accurate knowledge and understanding of recent reforms in terms of provision for children's care, learning and development. For higher grades, they are required to demonstrate skills of analysis to consider the potential effectiveness of current government initiatives.

It is recommended that this unit is supported by assignment brief/s that include clear instructions regarding guidance, dates, supporting and generating evidence.

The unit could be assessed through the vehicle of one holistic assignment, covering all the assessment criteria. It could also be divided into two or three separate assignments, depending on the needs of the learning cohort.

P1 requires learners not only to consider the structure of the government in their home country, but also the effects of the European Union on the government of their country.

For P2 a straightforward description of the policy-making processes is required.

P3 is concerned with political ideologies and perspectives, and examples chosen should represent different ideologies if possible.

P4 requires learners to consider potential influences on social policy decisions in relation to provision for children's care, learning and development, whilst M1 and D1 extend this by requiring learners to focus on the role of pressure groups in more detail.

P5, M2 and D2 are concerned with current issues and trends in government policy in relation to children's care, learning and development. A case study of a children's setting, including obtaining the views of practitioners, may allow learners to demonstrate this aspect in depth.

P6 requires learners to describe potential effects of social policy with respect to the family. Learners need to explore the characteristics of families and the potential influences of social policy on these. They could, for example, consider social policy with regard to child care provision.

M3 requires learners to explore in detail the role of social policy with respect to the family and explain its potential effects.

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

Knowledge of social policy mechanisms has relevance to almost all units in the programme.

The unit should provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 303: Promote children's development

CCLD 305: Protect children's rights

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- enabling environments.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and working with others.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of relevant aspects of social policy.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor with relevant experience and competence to deliver this unit successfully
- links with local voluntary and community services or groups
- library resources with key texts and other reference materials such as magazines and newspapers - learners should be encouraged to review the media for current debates and issues.

In addition, the following resources are considered to be highly valuable:

- work experience placements
- recent policy papers from the Social Exclusion Unit, The Young Foundation, the Joseph Rowntree Foundation, and the Economic and Social Research Council
- information technology in order to access policy and statistical information from government departments and providers of children's services
- guest speakers
- visits
- videos/DVDs.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Best S – *Understanding Social Divisions* (Sage Publications, 2005) ISBN 0761942971

Euronet – *A Children's Policy for 21st Century Europe: First Steps* (European Press, Brussels, 1999)

Foley P, Roche J and Tucker S – *Children in Society: Contemporary Theory, Policy and Practice* (Oxford University Press, 2001)

Gordon D – *Poverty and Social Exclusion in Britain: The Millennium Survey* (The Policy Press, 2006) ISBN 1861343736

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Heywood A – *Political Ideologies: An Introduction* (Palgrave Macmillan, 2003) ISBN 0333961781

Hills J – *A More Equal Society? New Labour, Poverty, Inequality and Exclusion* (The Policy Press, 2005) ISBN 1861345771

Percy-Smith J – *Policy Responses to Social Exclusion: Towards Inclusion?* (Open University Press, 2000) ISBN 0335204732

Pugh G – *Contemporary issues in the Early Years* (Paul Chapman, 2001)

Walker A – *Britain Divided: Growth of Social Exclusion in the 1980's and 1990's* (CPAG, 1997) ISBN 0946744912

Walsh M et al – *Social Policy and Welfare* (Stanley Thornes, 2000) ISBN 0748745912

Wyse D and Hawtin A – *Children: A Multi-Professional Perspective* (Hodder Arnold, 2000)

Journals

Care and Health

Child Education

Children Now

Current Issues in Education

Early Years Educator

Nursery World

Politics Review

Psychology Review

Sociology Review

Times Educational Supplement

Zero2Nineteen

Websites

www.childpolicy.org.uk	Four nations child policy resource
www.childrennow.co.uk	Children Now
www.daycaretrust.org.uk	National Childcare Campaign
www.dfes.gov.uk/commoncore	Resource for the common core
www.esrc.ac.uk	The Economic and Social Research Council
www.europa.eu.int	European Union
www.kingsfund.org.uk	The King's Fund
www.poverty.org.uk	Monitoring poverty and social exclusion
www.parliament.uk	UK Parliament
www.sheu.org.uk	Schools Health Education Unit
www.sosig.ac.uk	Social Science Information Gateway
www.society.guardian.co.uk/policy	Society Guardian – Policy
www.socialexclusion.gov.uk	Social exclusion (government)
www.whatworksforchildren.org.uk	What Works for Children
www.youngfoundation.org.uk	The Young Foundation

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use two examples to describe how political ideologies and perspectives influence social policy • use three examples to describe current issues and trends in government policy in relation to children's care, learning and development • use three examples to describe current issues and trends in government policy in relation to children's care, learning and development • use three examples to describe current issues and trends in government policy in relation to children's care, learning and development. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development • use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development • use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development • use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development • use three examples to describe potential influences on social policy decisions in relation to provision for children's care, learning and development. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 14: Psychological Perspectives on Children's Behaviour

NQF Level 3: BTEC Nationals

Guided learning hours: 90

Unit abstract

This unit provides an introduction to psychological perspectives of how behaviour develops and behavioural strategies that can be implemented to promote positive behaviour in children.

Learners who are equipped with the knowledge of basic child psychology theory are able to carry out observations, activities and behavioural intervention techniques with a greater insight into the underpinning reasons as to why children behave the way they do.

Learners will consider the effects of early relationships and transition stages, and will then examine basic theories and principles relating to child development and developmental psychology. They will be encouraged to explore significant factors that impact upon behaviour. A range of methods and strategies aimed at encouraging desirable behavioural traits, and limiting undesirable traits, will then be investigated.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the main theoretical perspectives of developmental psychology that explain how children's behaviour develops
- 2 Understand how early relationships are formed
- 3 Understand factors affecting the behaviour of children
- 4 Understand different approaches to challenging behaviour
- 5 Understand techniques for monitoring the effectiveness of implementing behavioural strategies.

Unit content

1 Understand the main theoretical perspectives of developmental psychology that explain how children's behaviour develops

Debates in developmental psychology: nature v nurture; continuity v discontinuity; nomothetic v idiographic

Principal psychological perspectives: behaviourist, social learning, psychodynamic, humanistic, cognitive, developmental; as applied to the understanding of the development of behaviour

Application of theories to development:

- Cognitive development: Piagetian approach, criticism of Piaget, eg Donaldson; Vygotsky; Bruner; information processing approach, Beck, Ellis, encoding, eg Attention Deficit Hyperactivity Disorder
- Language development: behaviourist perspective (Skinner); nativist perspective (Chomsky); prelinguistic, phonological, semantic
- Development of self: Rogers, Maslow; cognitive-developmental approach, eg Selman; environmental/learning theory, eg Bandura; interpersonal theory, eg Cooley and Mead
- Acquisition of behaviour: behaviourist – classical and operant conditioning; social learning (Bandura); psychodynamic (Freud); personality development (Freud, Erikson)

2 Understand how early relationships are formed

Theories of attachment: stages of attachment; multiple attachments; separation and deprivation, eg Ainsworth, Bowlby, Schaffer, Emerson, Robertson and Robertson, Rutter; isolation, eg Koluchova

Development of attachment: feeding; physical contact; time and care-giving; sensitivity; responsiveness; individual differences, continuity hypothesis

Historical theories of child rearing styles: eg Spock, Leach, Kitzinger, Lorenz; theories that inform current practice

Role of the family: eg family states of wellbeing, attachment, support structures, siblings, nuclear and extended families, importance of agreement within the family to behavioural approaches

3 Understand factors affecting the behaviour of children

Approaches to behaviour: eg use of language, positive approaches, negative approaches; children with additional needs, behaviourist theories, Steiner

Transitions: eg changing from one setting to another, starting school, changing from primary to secondary school, puberty, life events such as bereavement, family break up, death of a family pet

Physical factors: eg genetic influences, disabilities, brain development, communication – hearing and speech development, puberty/adolescence

Health-related factors: eg birth trauma, difficulties in pregnancy, possible vaccine reactions, medication

Socio-economic factors: eg early socialisation, social class, gender, ethnicity/culture, financial, housing, community, violence/bullying, family influences

Family influences: eg state of wellbeing, security, early relationships, lone parents, nuclear and extended, siblings, symmetrical and reconstituted, parenting strategies, discipline, language, cultural differences, religious influences, customs, beliefs, lifestyles, nutrition, personal space, positive images, negative images, role models, noise, opportunities to develop independence, choice, development of confidence; the self-fulfilling prophecy; the hidden curriculum

Effects: eg on self-esteem and self-concept, ability to cope, mental state, positive or negative thinking, social inclusion or exclusion, marginalisation, addiction, cycle of deprivation

Behaviour: pro-social behaviour; anti-social behaviour

4 Understand different approaches to challenging behaviour

Conformity: theories of conformity, reasons why people do not conform, conditions where people are more likely to conform

Challenging behaviour: anti-social behaviour, distress, additional needs

Anti-social behaviour: eg defiance, violent outbursts, bullying, anger, aggression, manipulation, non-conforming, biting, attention seeking, ‘terrible twos’

Distress: eg crying, clinging, fear, anxiety; Robertson and Robertson

Additional needs: eg learning difficulties, the gifted child

Strategies for dealing with challenging behaviour: eg child empowerment, enabling the child to be proactive in their own outcomes, assertive discipline techniques, rewards and consequences, setting directions, parent/child contracts, reward charts and incentive models, card/picture/badge communications, body language and voice tone, inclusion games and approaches, using specialised games equipment and techniques – eg sensory play equipment, counselling models – eg holistic counselling, colour/art therapy, persona dolls, protective behaviours, personal networks, buddy schemes, circle of friends, ‘time-out’; work placement policies

Parent empowerment: self-sustaining strategies such as parent support groups, nurture groups; holistic educational therapy approaches, family centred behavioural therapy

Support roles and agencies: eg school nurses, health visitors, educational psychologists, clinical psychologists, child and family services, children's services, educational social workers, social workers, support teachers, counsellors, speech therapists, holistic educational therapists; complementary healthcare approaches in the educational context, eg Brain Gym, baby massage; agencies for inclusion/exclusion policies, Behaviour and Education Support teams, Behavioural Improvement Programme, 'Every Child Matters' Policy; Sure Start; classroom support, nursery nurses, early years professionals, learning support, learning mentors

Confidentiality: eg procedures for dealing with disclosure, suspected abuse, domestic violence, neglect; child protection issues, data protection

5 Understand techniques for monitoring the effectiveness of implementing behavioural strategies

Observation: child observation in classroom/playground/home settings

Consultation: questionnaires with parent or carer/teacher/child; liaising with support professionals, behavioural profiles

Collecting data: eg qualitative and quantitative data, diaries, behavioural incident logs, reward charts, tracking, goal setting, Individual Education Plans, procedures for feedback to child/parent/professionals

Limitations of all of these methods and a recognition of a holistic approach to monitoring behaviour

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe three debates in developmental psychology	M1 analyse one debate in developmental psychology	
P2 outline the main psychological perspectives as applied to the understanding of the development of children's behaviour		
P3 describe the role of early relationships in the development of children's behaviour	M2 use examples from work placement to explain how areas of early years practice are influenced by developmental theory	D1 analyse the contribution of the main developmental perspectives to early years practice
P4 describe six factors that may affect children's behaviour		
P5 outline four different behavioural management strategies	M3 explain the potential effectiveness of four different behavioural management strategies	D2 evaluate the potential effectiveness of four different behavioural management strategies.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 identify a range of relevant support roles and agencies used in managing behaviour		
P7 describe methods that could be used to evaluate the effectiveness of behavioural management strategies.	M4 explain the different methods used to evaluate the effectiveness of the behavioural management strategies.	

Essential guidance for tutors

Delivery

This unit needs to be delivered by an appropriately qualified tutor, with the use of appropriate guest speakers, visits, links with local voluntary and community groups, and DVDs/videos to enhance delivery.

Having an understanding of the psychological approach will be of great benefit both to learners who wish to enter the children's workforce on completion of their programme, and to those planning to progress to further or higher levels of study. Learners need to understand the role of psychology in offering explanations for challenging behaviours and situations, and how these explanations may be used to inform and influence practices.

The unit should be introduced by exploration of the principal psychological perspectives, probably through tutor input, with class or small group discussion and/or presentations being used for the sharing of opinions and ideas. Learners then need to understand the contribution of psychological perspectives to the understanding of the development of children, including the development of behaviour.

The role of attachment in behaviour acquisition needs to be understood, including some of the research that has been conducted to explore this. This can be achieved through a combination of tutor input, discussions, individual research and presentations/posters. There are a number of theories of attachment that learners should explore, and their understanding should include the potential effects on behaviour patterns of those children and young people who have stored negative experiences because of separation anxiety.

Learners should be encouraged to discuss how positive and negative behaviour patterns develop, and the use of case studies and/or video clips and discussion could facilitate analysis and discussion. Different aspects to be considered could include positive parenting styles, effective communication strategies as well as incidents of aggression, bullying and non-conforming.

Learners should also be encouraged to link theory to practice, relating their studies in psychology to observations they may have made whilst on work experience placements. Small group or whole class discussions could facilitate sharing and exploration of these observations, with due respect for confidentiality.

Inclusion, in terms of the behaviour patterns of different cultures and those of children with additional needs, should be integral to the delivery of this unit.

Assessment

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

The first could assess P1 and M1, focusing on the debates in developmental psychology.

A second assignment could then be used to assess P2, P3, P4, M2 and D1, based on the development of children's behaviour and factors that may affect it.

A final assignment could then be used to assess P5, P6, P7, M3, M4 and D2, focusing on strategies for managing behaviour.

Centres need to ensure that the work presented for assessment is entirely that of the learner. Materials downloaded from the internet are not acceptable as evidence in their own right. Likewise, whilst some of the research carried out for this assignment will have been group work, the work presented for assessment must be that of the individual learner.

Evidence for this unit could be a combination of pieces of writing, records of presentations and class discussions, and supplemented by posters, reflective diaries and/or observations from work placements. Case studies may also be used as the basis of assessment, for example of P3 and P4.

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

The knowledge gained during progression through this unit will underpin many other units in the programme, including *Unit 1: Positive Relationships for Children's Care, Learning and Development*, *Unit 2: Positive Environments for Children's Care, Learning and Development* and *Unit 3: Promoting Children's Development*.

The unit should provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 301: Develop and promote positive relationships

CCLD 302: Develop and maintain a healthy, safe and secure environment for children

CCLD 303: Promote children's development

CCLD 304: Reflect on and develop practice.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of factors affecting development.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- IT resources
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- guest speakers
- video/DVD materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 1405840927

Donaldson M – *Children's Minds* (Harper Collins, 2004)

Gerhardt S – *Why Love Matters* (Brunner-Routledge, 2004) ISBN 1583918175

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Head J – *Understanding the Boys: Issues of Behaviour and Achievement* (Routledge Falmer, 1999) ISBN 0750708670

Jarvis M – *Angles on Child Psychology* (Nelson Thornes, 2001) ISBN 0748759751

Mackonochie A – *Toddlers Tantrums and Other Bad Behaviour* (Carroll and Brown, 2004)

Mooney C G – *Theories of Childhood* (Redleaf Press, 2000) ISBN 013172794X

Rogers B – *Classroom Behaviour* (Paul Chapman, 2002) ISBN 141292863X

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 9780436549909

Swanson N – *The Good Child Guide* (Aurum Press, 2001) ISBN 1854107046

Winston R and Livingstone T – *Child of Our Time* (Bantam, 2005)

Journals

Child Education

Early Years Educator

Journal of Developmental Psychology (British Psychological Society)

Nursery World

The Psychologist

Times Educational Supplement Primary

Websites

www.behaviour.org.uk	Child Behaviour resource
www.bps.org.uk	British Psychological Society
www.onestopeducation.co.uk	Teaching and learning resource
www.psypress.co.uk	Taylor Francis
www.teachernet.org.uk	Teachernet
www.teachersunion.org.uk	NASUWT

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe three debates in developmental psychology outline the main psychological perspectives as applied to the understanding of the development of children's behaviour outline the main psychological perspectives as applied to the understanding of the development of children's behaviour outline the main psychological perspectives as applied to the understanding of the development of children's behaviour. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • outline the main psychological perspectives as applied to the understanding of the development of children's behaviour • outline the main psychological perspectives as applied to the understanding of the development of children's behaviour • outline the main psychological perspectives as applied to the understanding of the development of children's behaviour. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe three debates in developmental psychology • outline four different behavioural management strategies • describe three debates in developmental psychology • outline four different behavioural management strategies • describe three debates in developmental psychology • outline four different behavioural management strategies. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 15: Managing an Early Years or Playwork Environment

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The Children Act 2004 gave a clear focus and new status to children's services, with its implementation being part of a wider process of change, focused on outcomes and taken forward by local change programmes set within a national framework. Embedded in the changes is the increasing need for effective management and leadership in the children's workforce.

This unit aims to provide learners with the underpinning knowledge required for the development of management skills. Initially, learners will gain understanding of operational systems such as the management of budgets, operational records, supply of equipment, and inspection requirements. They will then explore the processes involved in establishing and maintaining a service for children, including the management of relationships with parents/legal guardians. This will include negotiating requirements, contracts of agreement and systems for the exchange of information with parents/legal guardians.

Finally, learners will examine aspects of people management, including recruitment and retention procedures and professional relationships in the workplace. They will consider the importance of teamwork, effective relationships and the management of any conflicts that may arise.

This unit will be a useful preparation for those learners planning to progress into employment in the children's sector.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand operational systems in early years or playwork settings
- 2 Understand the processes involved in establishing and maintaining an early years or playwork service
- 3 Understand recruitment and retention procedures within children's early years or playwork settings
- 4 Understand professional relationships in the workplace.

Unit content

1 Understand operational systems in early years or playwork settings

Operational records: in line with requirements of regulatory authority of home country; types and purpose of records, need for accuracy/legal requirements; appropriate information storage, exchange and updating; confidentiality requirements and issues; impact of record keeping on the early years or playwork service; registration requirements as appropriate

Type and purpose of record: eg attendance, fire drill, accidents and incidents, administration of medicines, security (eg visitors' book), health and safety checks, collection of monies (eg payments for trips or meals), ordering and delivery of supplies

Inspection requirements: eg Ofsted, Health and Safety Executive

Financial management systems: eg budget allocation, monitoring of income and expenditure using records and spreadsheets, ordering supplies, authorisation for expenditure; role of the manager/head teacher and governors (finance sub-committee) in financial management; methods of reporting and scrutinising income and expenditure by managers/head teachers and governors; role of the accountant and auditor in financial management; potential consequences of ineffective budget management

Effective supplies management: eg importance of stock taking and appropriate use of supplies by staff, choosing suppliers and gaining quality at a competitive price, negotiating contracts for supply, effective ordering of supplies and completion of order forms, monitoring orders, checking deliveries, amending errors in ordering and challenging incorrect deliveries

2 Understand the processes involved in establishing and maintaining an early years or playwork service

Identification and negotiation of required services with parents/legal guardians: eg length of time in setting (eg morning/afternoon/full day sessions in nursery, play group or playwork setting), dietary needs, sleep patterns, specific routines, cultural and religious beliefs and needs, support for additional needs, recent changes in home life that may impact on behaviour and the ability to cope with separation

Information about the service: eg cost of sessions, government funding for children aged three and above, financial support available, insurance, policies available (eg special needs, equal opportunities and anti-discrimination), staffing structure/ratios/suitability, complaints, Ofsted reports, provision of food and drink - including guidelines for healthy eating, activities provided and cost (eg trips), health and safety - including first aid and fire safety, managing ill health, accidents and emergencies

Contracts of agreement between parents/legal guardians and the setting: explaining the contract to parents/legal guardians including support for language barriers and poor literacy skills; information to be included, eg time and days for attendance, reporting sickness/absence, cost and timing of payment, meals and specific dietary needs (eg foods to be avoided due to allergies or foods to be provided for cultural and religious requirements), collection of the child (eg times and who will collect), emergency arrangements, notice period for termination of service, trial period prior to contract taking effect

Specific details to be discussed with parents/legal guardians: legal implications of signing a contract (responsibilities for both parents/legal guardians and the organisation); exchange of information between parents/legal guardians and the setting, eg letter, home-school diary, telephone, parental/legal guardians visits to the setting, home visits; specific information about the child's routine, eg diet, sleep, health and development, particular medical conditions and the administration of medicines or treatment; behaviour patterns; sharing concerns about the child's wellbeing and progress, eg educational, development and behavioural

3 Understand recruitment and retention procedures within early years or playwork settings

Employment policies and procedures: legislation and employment law relating to recruitment and selection of early years and playwork practitioners; equality and diversity issues; internal and external recruitment processes and requirements; provision of a person specification, eg essential and desirable qualifications/experience/attributes, qualification status; provision of a job description, eg terms and conditions of employment, outline of duties and boundaries; applicant information pack; purpose and validity of application forms and CVs; scrutinising and shortlisting procedures; interviewing procedures; conditional offer of employment; references; contracts of employment, eg person responsible for issuing contracts, legal implications of a contract, trial and notice periods; Criminal Records Bureau screening, List 99, PoCA list; role of human resources department; procedures for overseas applicants; monitoring recruitment

Interviewing procedures: purpose, process and structure of interviews, checks before interview, invitation to interview, interview panel, interview techniques, use of application forms and CVs at interview; presentations; legal and legislative requirements, eg Health and Safety at Work, Welfare and Rights of Workers; Equal Opportunities and Anti-Discriminatory Practice (eg Disability Discrimination Act), Children Act 2004

Retention of staff: structured induction process; supporting and advising; identifying and meeting development needs; gaining trust and support; supervising and mentoring; programmes for continuing professional development; monitoring performance, eg work objectives, reviews

Disciplinary procedures: procedures for dealing with contraventions of, eg workplace policies, contracts of employment; disciplinary processes, dismissal processes

4 Understand professional relationships in the workplace

Effective working relationships: professional relationships, team leadership/working, importance of effective communication skills (written and spoken); effective methods of leadership and management including provision of appropriate staff support and constructive feedback; gaining trust as a manager and leader

The role of the multidisciplinary team within the setting: eg early years professionals, teachers, health visitors, social workers, community nursing services, child protection workers; effectively working together as professionals; methods of contacting, liaising and communicating with professionals within – and external to – the setting; information sharing; process and systems for reviewing support needs and children’s progress; championing children

Managing conflict: common causes of conflict within the workplace, eg personality clash, resistance to new ideas/change, misunderstanding information/communications; how to minimise conflict, eg through an effective leadership/management style, encouraging staff to discuss and resolve issues without intervention where possible; management and resolution of conflict as a manager/leader, recording of and monitoring situations where conflict has arisen

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify three operational systems within an early years or playwork setting and state their purpose	M1 analyse how the three operational systems impact on the early years or playwork service	D1 evaluate a current operational system for the management and ordering of supplies within the early years or playwork setting
P2 describe the key features of keeping accurate financial records	M2 develop a contract that could be used to establish the service to be provided for a child by an early years or playwork setting	
P3 describe the process of establishing an agreement between parents/legal guardians and the setting regarding the service to be provided for a child		
P4 identify the policies and procedures for recruitment within the early years or playwork setting		

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P5 describe an induction programme for new early years workers or playworkers, identifying its potential value in their support</p> <p>P6 use examples from work placements to describe how effective leadership and management can minimise conflict.</p>	<p>M3 analyse a range of strategies to support new early years workers or playworkers and the promotion of professional development</p> <p>M4 analyse a situation of conflict within the workplace and how it was resolved.</p>	<p>D2 devise a reflective action plan for the development of effective management of a team of early years workers or playworkers, and successful partnerships with parents/legal guardians.</p>

Essential guidance for tutors

Delivery

This unit should be delivered in as active and learner-centred way as possible, with a variety of strategies being used. Some tutor input will be required for certain aspects of the unit, but this should be followed by provision for discussion time for learners. Work placements will be crucial to provide opportunities for learners to observe practices in early years or playwork settings, and relate theory to practice. For example, learners could explore different management systems at their placements, or procedures for negotiating contracts of agreement between parents/legal guardians and their placements. Sharing of placement experiences in small groups or with the whole class will help to broaden learners' experiences.

Whilst at this level the focus is on the management of an early years or playwork environment, learners need to be aware of the impact of 'Every Child Matters' in terms of the fundamental shift in the provision of children's services and the importance of integrated provision.

Guest speakers could be used to enhance delivery, including head teachers, managers of extended schools, nursery/play group/playwork setting managers, or school governors. Activities such as devising parent/setting contracts of service, job descriptions/person specifications, or induction programmes will also be useful.

The use of case studies and role play will support delivery and also encourage learners to relate theory to practice. This could lend itself to some creative and imaginative methods of delivery. Learners could, for example, be provided with a scenario with respect to the recruitment of a new early years worker or playworker, and participate in simulated activities to carry through the necessary procedures for the recruitment, induction and professional development of the new worker.

Extension activities could then involve the new worker, for example, in a situation of conflict, and activities would then focus both on consideration of how the conflict could have been avoided, and the resolution of the conflict.

Assessment

Evidence for this unit could be provided through, for example, essays, case studies, production of service user contracts with supportive explanation, displays, presentations and role play.

Three assignments could be used in the assessment of the unit.

An initial assignment could be used as the basis of assessment of P1, P2, M1 and D1. For P1, three operational systems, other than financial systems, need to be examined, and their purpose stated, whilst for M1 learners need to look at the three systems in more detail and explain their role and importance in the early years or playwork service. For P2, learners need to consider financial management systems, for which it could, for example, be appropriate to submit examples of the use of spreadsheets for budget monitoring as supporting evidence. For D1 learners need to focus specifically on a current operational system for the management and ordering of supplies, evaluating its potential usefulness and efficiency, and making at least two recommendations to increase the effective use and management of these supplies.

A second assignment could then be used for P3 and M2, based on the establishment of an agreement between parents/legal guardians and settings regarding the service to be provided for a child. Learners need to draw upon their placement experiences here, and for M2 they need to identify potential problems.

Finally, a third assignment could be used for P4, P5, P6, M3, M4, and D2. Evidence here could be based on a case study scenario and presented in the form of pieces of writing, supported for example by a plan of an Induction programme, for P5. For P4, P6, M3 and M4 learners need to draw on their placement experiences, whilst for D2 a reflective action plan is needed for the development of effective management of a team of early years workers or playworkers, and successful partnerships with parents/legal guardians. This will include consideration of the communication skills needed by the manager to be effective within the early years or playwork services.

In order to achieve the higher grades, learners should be able to make clear links between theory and practice, using a range of literature that supports sound discussion and reflective thought processes.

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

The knowledge and skills gained during progression through this unit link in particular to *Unit 1: Positive Relationships for Children's Care, Learning and Development*, *Unit 2: Positive Environments for Children's Care, Learning and Development* and *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

- CCLD 304: Reflect on and develop practice
- CCLD 311: Provide leadership for your team
- CCLD 312: Develop and maintain positive relationships with babies and children under 3 years and their families
- CCLD 330: Establish and maintain a service for children and families
- CCLD 333: Recruit, select and keep colleagues
- CCLD 338: Develop productive working relationships with colleagues.

It should also provide evidence towards the following units of the Level 3 NVQ in Playwork:

PW8: Develop and maintain positive relationships

PW10: Reflect on and develop practice

PW11: Work with colleagues in a team

PW14: Work with parents and carers

A27: Manage a budget

A319: Recruit, select and keep colleagues.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 4: Know how to communicate effectively

Standard 7: Develop yourself.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in application of number, communication, information and communication technology, improving own learning and performance, problem solving and working with others.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of differences in styles of communication.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- 'Safeguarding Children: Safer Recruitment and Selection in Education Settings' - available from the DfES
- 'Championing Children: A shared set of skills, knowledge and behaviours for those leading and managing integrated children's services' – available from the DfES
- access to non confidential management systems such as budget spread sheets, records for collecting money, ordering stores
- opportunities to work with team leaders and managers to gain insight into their role

- access to examples of Ofsted and health and safety reports to see the relevance of accurate operational systems in terms of inspection and legislation
- examples of contracts, job advertisements, job descriptions, job specifications, induction programmes, appraisal and personal development plans
- library/internet resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Broadbent M and Cullen J – *Managing Financial Resources* (Butterworth Heinemann, 2003) ISBN 0750659270

Cartwright R – *Managing People* (Blackwell Business, 1993)

Dyson J R – *Accounting for Non-Accounting Students* (Prentice Hall, 2003) ISBN 0273709224

Green S – *BTEC Nationals in Children's Care, Learning and Development Book 2* (Nelson Thornes, 2007) ISBN 9780748781980

Lambert T – *Key Management Questions* (FT Prentice Hall, 2003) ISBN 0273661531

Murdock A and Scutt C N – *Personal Effectiveness* (Butterworth Heinemann, 2003) ISBN 0750656220

Thomson R – *Managing People* (Butterworth Heinemann, 2002) ISBN 0750659289

Williams K and Johnson B – *Introducing Management: A Development Guide* (Butterworth Heinemann, 2004) ISBN 0750668806

Magazines

Child Education

Early Years Educator

Nursery World

Times Educational Supplement Primary

Websites

www.championingchildren.com

Championing Children

www.everychildmatters.gov.uk

Every Child Matters

www.managementjournals.com

International Management Journals

www.ncsl.org.uk

National College for School Leadership

www.teachernet.gov.uk/wholeschool/extendedschools

Teachernet

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the key features of keeping accurate financial records describe the key features of keeping accurate financial records describe the key features of keeping accurate financial records. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use your information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>
Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> identify the policies and procedures for recruitment within the early years or playwork setting identify the policies and procedures for recruitment within the early years or playwork setting. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the key features of keeping accurate financial records • describe the key features of keeping accurate financial records • describe the key features of keeping accurate financial records • describe the process of establishing an agreement between parents/legal guardians and the setting regarding the service to be provided for a child. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • identify three operational systems within an early years or playwork setting and state their purpose • identify three operational systems within an early years or playwork setting and state their purpose • identify three operational systems within an early years or playwork setting and state their purpose. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Problem solving Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from work placements to describe how effective leadership and management can minimise conflict • use examples from work placements to describe how effective leadership and management can minimise conflict • use examples from work placements to describe how effective leadership and management can minimise conflict. 	<p>PS3.1 Identify a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>
Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples from work placements to describe how effective leadership and management can minimise conflict • use examples from work placements to describe how effective leadership and management can minimise conflict • use examples from work placements to describe how effective leadership and management can minimise conflict. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 16: Coaching and Mentoring Children

NQF Level 3: BTEC Nationals

Guided learning hours: 30

Unit abstract

This unit provides an introduction to the potential role of coaching and mentoring in supporting children's learning and development, and how this support can improve educational experiences for children and help to build their confidence. The definitions of the terms coaching and mentoring are in themselves matters of discussion in what is a still developing profession. Therefore, this unit will allow learners to understand some of the debates surrounding terminology.

Learners will gain understanding of coaching and mentoring processes, and how they can be used to good effect. They will be able to develop and practise some of the skills required for coaching and mentoring in a simulated situation.

Learners will also be able to explore the potential effectiveness of coaching and mentoring, and be encouraged to review their own development in terms of the skills and attributes required.

There are strong links to *Unit 4: Reflecting on and Developing Practice for Children aged 0-8 years*, and *Unit 7: Children's Learning Activities and Play*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the coaching and mentoring process
- 2 Understand the potential impact of a coaching and mentoring process on children's learning and development.

Unit content

1 Understand the coaching and mentoring process

Coaching and mentoring: similarities and differences of terminology; bias and stereotyping within the coaching or mentoring process - impact of own attitudes, values and beliefs; importance of constructive feedback; barriers to children's expression; principles of equality, diversity and anti-discriminatory practice

Skills: communication skills including verbal and non verbal, empathic and active listening, summarising and reflection to develop rapport, appropriate questioning, encouraging children to express goals and expectations, encouraging children to use problem solving techniques, encouraging the promotion of autonomous decision making, adapting approach to meet children's needs; understanding own readiness to coach or mentor

Action plan: importance of an ethical framework; planning and preparation; exploring outcomes and expectations; developing an action plan; SMART objectives (Specific, Measurable, Achievable, Realistic, Time-bound); supporting children to implement the action plan; referral options; reviewing whole process and evaluating the outcomes

2 Understand the potential impact of a coaching and mentoring process on children's learning and development.

Factors that impact on children's learning and development: environmental, eg large class sizes; social and emotional, eg family background, self-concept; cognitive, eg concentration, ability to solve problems

Learning styles and methods: - what they are and how they differ between children - Auditory, Visual, Kinaesthetic/Tactile, how children can present different learning styles and preferences in different learning contexts; Gregorc model - concrete v abstract, random v sequential; ways of identifying children's learning needs, styles and methods; diagnostic tests, observational techniques; impact of coaching and mentoring process on children's perceptions of learning

Review coaching or mentoring process and evaluate the outcomes: evaluating outcomes with children to understand whether goals have been met, establishing agreement to end the process, comparing outcomes with expectations, planning for the future; reflecting on own understanding; consideration of specific legislation; guidelines of good practice - National Occupational Standards; Every Child Matters

Roles and responsibilities within the coaching or mentoring process: impact of stakeholders on decision to end coaching or mentoring, evaluating outcomes with stakeholders; awareness of boundaries and the importance of maintaining confidentiality; clarifying respective roles and expectations

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 demonstrate coaching and mentoring skills in a simulated environment	M1 explain the potential impact on the coaching or mentoring process of own attitudes, values and beliefs	D1 analyse how effective use of skills can support the coaching or mentoring process
P2 describe three factors that may affect learning and development in children	M2 explain how coaching or mentoring can influence the learning and development of children.	D2 analyse how factors that may affect learning and development in children may be overcome through coaching or mentoring.
P3 describe a range of learning styles and methods of identifying children's learning needs		
P4 describe how learning and development needs of children can be supported by coaching or mentoring		
P5 describe roles and responsibilities within the coaching or mentoring process.		

Essential guidance for tutors

Delivery

Learning coaches and mentors can make a significant contribution within the learning environment, potentially re-engaging previously disaffected pupils and consequently helping to raise standards. This unit provides opportunities for learners to consider aspects of the coaching or mentoring process and to develop related skills.

Tutors should emphasise that the unit only provides an introduction to coaching and mentoring children and will not qualify learners to be coaches or mentors. It enables learners to develop understanding of the benefits of the coaching or mentoring process. It will also provide them with opportunities to implement some of the strategies in order to improve their own approaches to the learning process.

Learners should be encouraged to question their own approaches to learning and develop an understanding of how to adapt to the different learning styles and behaviours displayed by children.

Coaching and mentoring skills can be applied in a range of contexts. Therefore, when practising or demonstrating skills in a simulated environment, learners should be made aware of the differences that are likely to arise when working with children or young people.

Some textbooks contain exercises and case studies that may be used to assist tutors in presenting this unit and particularly in developing scenarios for learners to practise coaching or mentoring skills. Tutors should develop a range of scenarios for the learners to work with, rather than have learners bring their own issues into the classroom.

Learners need to recognise the impact of social, emotional, physical, cognitive and cultural factors that affect development in a positive or adverse way. There are therefore strong links between this unit and *Unit 3: Promoting Children's Development* and *Unit 10: Promoting Wellbeing and Resilience in Children*.

It will be beneficial for learners to keep a journal of their coaching or mentoring skills practice, making links with work placements as appropriate.

Learners could also discuss strategies that support good practice that they have observed within their work placements. They should be encouraged to see this as an ongoing strategy in order to continually build and improve practice.

Another useful learning aid would be for learners to shadow a qualified mentor.

There should be emphasis on the importance of maintaining confidentiality throughout the delivery of this unit.

Assessment

For P1 learners need to demonstrate coaching and mentoring skills in a simulated environment.

A signed observation record, witness testimony or a video of a skills interaction would be appropriate methods of recording the required demonstration of skills. It is recommended that learners maintain a practice log that includes their experiences in practising and demonstrating skills and also draws on work experience.

An assignment could then be used as the basis of assessment for P2, P3, P4, P5, M1, M2, D1 and D2. This could be divided into smaller assignments if required.

Learners may initially require support for M1 to help them assess their own attitudes, values and beliefs and the impact of these on the coaching or mentoring process.

In addressing M2 learners could draw on case study material, or material from a work placement. If the latter is appropriate then learners should be sure to address issues of confidentiality.

Distinction criteria require learners to review the coaching and mentoring process as a whole. Learners should draw on case study examples but could also use examples from simulated practice or from observations from work placements.

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

The knowledge and skills gained during progression through this unit link in particular to Unit 1: Positive Relationships for Children's Care, Learning and Development, *Unit 2: Positive Environments for Children's Care, Learning and Development*, *Unit 3: Promoting Children's Development*, *Unit 4: Reflecting on and Developing Practice for Children aged 0-8* and *Unit 10: Promoting Wellbeing and Resilience in Children*.

It should additionally provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

It should also provide evidence towards the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

There are links between this unit and:

- *Unit 9: Facilitate children and young people's development through mentoring* from the National Occupational Standards for Learning, Development and Support Services for Children, Young People and those who care for them
- the National Occupational Standards in Coaching and Mentoring within the Work Environment
- the Edexcel Level 3 BTEC Certificate in Life Coaching Skills and Practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and working with others.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of diversity and equality of opportunity.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- people/day-to-day interactions
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- *Supporting the New Agenda for Children's Services and Schools: the role of learning mentors and co-ordinators Sept 2005*, available from www.standards.dfes.gov.uk/learningmentors
- case study materials
- audio and visual recording equipment.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Clutterbuck D – *Everyone Needs a Mentor* (CIPD, 2004) ISBN 1843980541

Clutterbuck D – *Learning Alliances* (IPD, 1998) ISBN 0852927495

Downey M – *Effective Coaching* (Texere, 1999) ISBN 1587991721

Freedman M – *The Kindness of Strangers* (Cambridge University Press, 1999) ISBN 0521652871

Shea G F – *Mentoring A Guide to the Basics* (Kogan Page, 1992) ISBN 0749408812

Stephens P – *Essential Mentoring Skills* (Stanley Thornes, 1996) ISBN 0748722475

Tolan J and Lendrum S – *Case Material and Role Play in Counselling Training* (Routledge, 1995) ISBN 0415102154

Websites

www.coachingnetwork.org.uk

Coaching and Mentoring Network

www.ento.co.uk

Standards setting body for coaching

www.standards.dfes.gov.uk

Department for Education and Skills

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe three factors that may affect learning and development in children describe three factors that may affect learning and development in children describe a range of learning styles and methods of identifying children's learning needs describe a range of learning styles and methods of identifying children's learning needs. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> demonstrate coaching and mentoring skills in a simulated environment demonstrate coaching and mentoring skills in a simulated environment demonstrate coaching and mentoring skills in a simulated environment. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 17: Supporting Children's Numeracy Skills

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

This unit provides learners with the knowledge and understanding required to support the development of children's numeracy skills. The need to improve these skills has received more emphasis in recent years and there have been government initiatives to support this development.

Learners will build upon their understanding of child development as they learn about the development of mathematical understanding in young children. Learners will use this understanding to help them plan, carry out and evaluate a range of suitable activities to support children's growing mathematical understanding. Learners will investigate the difficulties that children may have in understanding mathematics.

This unit also provides learners with an understanding of current curriculum initiatives. It is a useful unit for learners who wish to work in a school setting or progress into a career in teaching. It is highly advisable that learners wishing to pursue a career in education also take *Unit 18: Supporting Children's Literacy Skills*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the development of children's numeracy skills
- 2 Understand current national initiatives and curriculum guidance relating to the development of numeracy skills
- 3 Be able to develop a range of activities that can be used to support children's understanding and use of number
- 4 Be able to develop a range of activities that can be used to support the development of children's understanding and use of shape, space and measures.

Unit content

1 Understand the development of children's numeracy skills

Relevant theories: how children develop an understanding of mathematical concepts eg Bruner, Piaget, Bruce, Athey; the development of schema; learning through play

Sequences and stages: understanding of the stages of children's mathematical understanding, eg knowing number names, one-to-one correspondence, conservation of number, subitising

The role of the adult: using mathematical vocabulary; observation and assessment; reinforcement; praise and encouragement; working with parents; the importance of planning activities which build on previous experience and are child-centred; an awareness of diversity and cultural needs; types of planning, eg individual, long-term, medium-term, short-term; importance of establishing an effective, confident and caring relationship with children; knowing when and how to intervene; confidentiality; inclusion; addressing specific needs

Specific needs: meeting children's individual learning needs – developmental delay, congenital conditions and illness, eg hearing and sight loss, dyscalculia, dyslexia; dealing with difficulties in ways which do not undermine the child's confidence; when and how to access help, eg key worker, curriculum advisors, SENCO, health visitor; supporting children for whom English is an additional language

2 Understand current national initiatives and curriculum guidance relating to the development of numeracy skills

Legislation: eg Children Act 1989 and 2004, Warnock Report 1978, Code of Practice 2001, relevant curriculum framework

Curriculum guidance: relevant to home country; curriculum guidance for the Early years Foundation Stage, specifically the area of Numeracy Development; National Curriculum/Cwricwlwm Cymreig/Northern Ireland Curriculum for Mathematics; the National Numeracy Strategy; learning through play; impact of legislation/guidance on practice

3 Be able to develop a range of activities that can be used to support children's understanding and use of number

Activities: to ensure that children learn number names; one-to-one correspondence; matching and ordering activities; explore and record patterns; numerical problems, eg counting games, number puzzles, nursery rhymes, number lines, maths trail

Materials, settings and environments: importance of providing a wide variety of materials and resources for mathematical experiences; enabling children to choose their own resources; how setting/environment may affect children's mathematical awareness eg displays; how to maintain interest, motivation and focus; how to use praise and constructive feedback to promote further learning

4 Be able to develop a range of activities that can be used to support the development of children's understanding and use of shape, space and measures

Activities: to ensure children learn about shape, space, pattern and measure, eg sand and water play, cooking, play with a variety of shaped objects, recognising and naming 2D and 3D shapes in the environment, using the language of position and movement, measuring length and area, weight, volume and capacity, time, appropriate language

Materials, settings and environments: enabling children to choose and use different media for sorting, experimenting with shape, space and pattern; children's opportunities to use and apply mathematics in practical tasks; encouraging children to explain their thinking to support the development of their reasoning; how to maintain interest, motivation and focus; how to use praise and constructive feedback to promote further learning

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe two different theories of how understanding of mathematical concepts develops in children	M1 compare and contrast the two theories using practical examples	
P2 describe the stages in the development of children's mathematical understanding		
P3 describe the role of the adult in developing children's numeracy skills		
P4 describe the influence of one piece of legislation/curriculum guidance on supporting the development of children's numeracy skills	M2 explain how the identified legislation/curriculum guidance is used in an early years setting to promote children's numeracy skills	D1 evaluate the effectiveness of national initiatives in promoting children's numeracy skills
P5 develop two activities to promote children's number skills	M3 implement one of the activities to promote children's number skills	
P6 develop two activities to promote children's understanding of shape, space and measure.	M4 implement one of the activities to support understanding of space, shape and measure.	D2 evaluate the effectiveness of the two implemented activities.

Essential guidance for tutors

Delivery

A flexible and practical range of teaching and learning methods will be needed to help learners to achieve this unit. However, some whole class teaching will be necessary to provide an underpinning knowledge of mathematical theory and how children learn mathematics. It is important for learners to carry out a work placement in order to participate in observation and to gain hands-on experience in order to develop the skills and understanding required to achieve all four learning outcomes in this unit.

Learners should have opportunities to explore and develop a range of activities suitable for children of different ages/stages of development in learning outcomes 3 and 4, including children who may have additional learning needs. It is essential that learning outcomes 3 and 4 are carried out in the workplace.

Learners will require supportive supervision and direction from the workplace and the tutor. Group discussions should be used so learners can learn from each other and review their own performance.

Assessment

Evidence of learning outcomes may be in the form of plans, assignments, written projects, reflective accounts or observations. Evidence for learning outcomes 3 and 4 could include logbooks or diaries of day-to-day practice, child observations and assessment of development, reflective accounts and third-party testimony such as teacher/supervisor reports. Work products such as school/setting policies and procedures or record forms used to record details of children's progress and abilities will provide evidence for all outcomes.

A number of work-based tasks with young children can be used to gather evidence for these outcomes and for developing learners' skills and understanding. It is essential that all activities carried out in the workplace build on children's previous experiences, are agreed with the teacher/supervisor before a session and are used under their direction. Learners should ensure activities planned and implemented are matched to the appropriate national requirements for the setting. Learners should look at the process as a whole – planning, implementing and evaluating. Plans should include details outlined in the content.

Learners should use the Early Years Foundation Stage guidance, the National Curriculum or Cwricwlwm Cymreig depending on its relevance to their experience.

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

The knowledge gained during progression through this unit links to other units in the programme, such as *Unit 7: Children's Learning Activities and Play*, *Unit 18: Supporting Children's Literacy Skills* and *Unit 19: Supporting Children's Information and Communication Technology Skills*.

The unit should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 303: Promote children's development

CCLD 304: Reflect on and develop practice

CCLD 309: Plan and implement curriculum frameworks for early education

CCLD 310: Assess children's progress according to curriculum frameworks for early education

CCLD 346: Help pupils to develop their numeracy skills.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of factors affecting implementation of curriculum frameworks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- access to National Curriculum/Cwricwlwm Cymreig documentation and other national initiatives such as the National Numeracy Strategy and guidance for the Early Years Foundation Stage
- access to school/work-placement policies and practices, and teacher guidance and expertise in implementing them
- resources for exploring and developing activities for children, including mathematical equipment and resources
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Featherstone S – *The Little Book of Maths Activities* (Featherstone, 2002)
ISBN 1904187080

Green S – *BTEC National Children's Care, Learning and Development Book 2*
(Nelson Thornes, 2007) ISBN 09780748781980

Koll H and Mill S – *Using and Applying Maths* (Black, 2005) ISBN 0713671416

Montague-Smith A – *Mathematics in Nursery Education* (David Fulton, 2002)
ISBN 1853464724

Neaum S and Tallack J – *Good Practice in Implementing the Pre-School Curriculum, Second Edition* (Nelson Thornes, 2000)

Newall C – *Early Years Shape, Space, Measure* (Belair, 2004)

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Pound L – *Supporting Mathematical Development in the Early Years* (Open University Press, 1999) ISBN 0335217788

Rodger R – *Planning an Appropriate Curriculum for Under Fives: A Guide for Students, Teachers and Assistants* (David Fulton, 2003) ISBN 1853469122

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Journal

Association of Teachers of Mathematics Journals

Magazines

Child Education

Early Years Educator

5-7 Educator

Nursery World

Times Educational Supplement Primary

Other publications

National Curriculum

National Numeracy Strategy

National Numeracy Strategy – Mathematical Activities for the Foundation Stage, Introductory Pack

National Numeracy Strategy – Mathematical Vocabulary

Websites

www.accac.org.uk	Welsh curriculum regulator
www.bbc.co.uk/education	BBC
www.ccea.org.uk	Northern Ireland curriculum regulator
www.dfes.gov.uk	Department for Education and Skills
www.nc.uk.net	National Curriculum
www.ofsted.gov.uk	OFSTED
www.primaryresources.co.uk	Primary resources
www.scotland.gov.uk	Scottish Executive
www.standards.dfes.gov.uk	DfES Standards site

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe two different theories of how understanding of mathematical concepts develops in children describe the stages in the development of children's mathematical understanding describe two different theories of how understanding of mathematical concepts develops in children describe the stages in the development of children's mathematical understanding describe two different theories of how understanding of mathematical concepts develops in children describe the stages in the development of children's mathematical understanding describe two different theories of how understanding of mathematical concepts develops in children describe the stages in the development of children's mathematical understanding. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe two different theories of how understanding of mathematical concepts develops in children • describe the stages in the development of children's mathematical understanding • describe two different theories of how understanding of mathematical concepts develops in children • describe the stages in the development of children's mathematical understanding • describe two different theories of how understanding of mathematical concepts develops in children • describe the stages in the development of children's mathematical understanding. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • develop two activities to promote children's number skills • develop two activities to promote children's understanding of shape, space and measure • develop two activities to promote children's number skills • develop two activities to promote children's understanding of shape, space and measure • develop two activities to promote children's number skills • develop two activities to promote children's understanding of shape, space and measure. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 18: Supporting Children's Literacy Skills

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Literacy skills have long been regarded as important in the development of young children. In recent years, however, literacy levels in young people have been identified as being at a lower level than that required by employers and further/higher education institutions. This has resulted in new government initiatives and targets and more emphasis upon literacy in schools. This unit is intended to prepare learners to take part in the support of literacy skills.

The unit introduces learners to the different theories of how children develop communication skills. Learners will build upon their understanding of child development as they learn about the stages in the development of children's speaking, reading and writing skills. They will use this understanding to help them plan, carry out and evaluate a range of activities to promote children's literacy.

Learners will investigate the difficulties that children may have in the development of these literacy skills and be able to suggest appropriate strategies to support those who have additional learning needs.

This unit also provides learners with an understanding of current curriculum initiatives. This is a useful unit for learners who wish to work in a school setting or progress to a career in teaching. It is highly advisable that learners wishing to pursue a career in education also take *Unit 17: Supporting Children's Numeracy Skills*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the development of literacy skills
- 2 Know current national initiatives and curriculum guidance relating to the development of children's literacy skills
- 3 Be able to implement a range of speaking and listening activities that can be used to support the development of children's skills
- 4 Be able to implement a range of reading and writing activities that can be used to support the development of children's skills.

Unit content

1 Understand the development of literacy skills

Theories of language development: eg Chomsky, Skinner, Piaget, Vygotsky, Bruner

Sequences and stages: development of speaking and listening, reading and writing skills; fine motor development required for writing; methods for assessing literacy skills and development, types of records used

The role of the adult: observation and assessment; reinforcement; praise and encouragement; working with parents; the importance of planning activities which build on previous experience and are child centred, number of children involved, the range of needs to be addressed and developed by the activities, an awareness of diversity and cultural needs; types of planning, individual, long-term, medium-term, short-term; importance of establishing an effective, confident and caring relationship with children, when and how to intervene; confidentiality; inclusion; addressing specific needs; reducing barriers to learning, eg available resources, space, comfort, noise, distractions, low self-esteem, poor concentration

Specific needs: meeting children's individual learning needs – developmental delay, congenital conditions and illness, eg hearing and sight loss, dysphasia, dyslexia, dyspraxia; dealing with difficulties in ways which do not undermine the child's confidence, when and how to access help, eg key worker, speech therapist, curriculum advisors, health visitor; supporting children for whom English is an additional language

2 Know current national initiatives and curriculum guidance relating to the development of children's literacy skills

Legislation: eg Children Act 1989 and 2004, Warnock Report 1978, Code of Practice 2001, relevant curriculum framework

Curriculum guidance: relevant to home country; guidance for the Early Years Foundation Stage, specifically the area of learning for communication, language and literacy; National Curriculum/Cwricwlwm Cymreig/Northern Ireland Curriculum for communication, language and literacy; the National Literacy Strategy; learning through play; impact of legislation/guidance on practice

3 Be able to implement a range of speaking and listening activities that can be used to support the development of children's skills

Activities: eg role play, story telling, story sacks, music, dance, drama, story tapes, circle time, small world

Materials and sources: stories and use of these in developing listening and comprehension skills; listening to and talking about stories and rhymes on a one-to-one, small group or whole class basis; spoken language, poetry, tape recorder, listening centre; appropriate resources for those children for whom English is an additional language

4 Be able to implement a range of reading and writing activities that can be used to support the development of children's skills

Contexts for reading and comprehension skills: situations, shared reading, reading aloud alone, reading for pleasure, reading linked to other activities, listening to and discussing stories and rhymes on a one-to-one, small-group or whole-class basis; cues and conventions, eg phonic, graphic and contextual cues, structure of the text, organisation of the text

Writing forms: awareness of writing process, composition, characteristics of a variety of forms/genres; using displays

Activities: eg role play, sand play, painting, story sacks, printmaking, patterns, story telling, poetry, music, drama, adult as a scribe, use of technology, writing for different audiences; group/individual books; cutting and sticking

Materials, settings and environments: the importance of providing a wide variety of materials and resources for reading and stimuli for writing; enabling children to choose own reading materials and appropriate writing forms for particular contexts; how setting/environment may affect children's reading performance and comprehension

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify two different theories of language development	M1 compare and contrast the two theories of language development using practical examples to support or contradict the theories	D1 evaluate the effectiveness of the identified legislation/curriculum guidance in promoting children's literacy skills
P2 describe the sequences and stages in the development of children's reading, writing, speaking and listening skills	M2 explain how the identified legislation/curriculum guidance is used in a children's setting to support the development of literacy skills	
P3 identify one piece of legislation/curriculum document, and its influence on supporting children's literacy skills		
P4 describe the role of the adult in developing literacy skills and meeting specific needs		

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 develop two activities to promote children's speaking and listening skills	M3 implement at least one of the planned activities to support the development of children's speaking and listening skills	D2 evaluate the effectiveness of the implemented activities.
P6 develop two activities to promote reading and writing skills.	M4 implement at least one of the planned activities to support the development of children's reading and writing skills.	

Essential guidance for tutors

Delivery

A flexible and practical range of teaching and learning methods will be needed to help learners achieve this unit. However, some whole class teaching will be necessary to provide an underpinning knowledge of language development theories, how children learn to speak and then to read and write. Recent government initiatives will also need to be introduced to learners.

Guest speakers will also be useful.

It is important for learners to carry out a work placement to participate in observation and hands on experience, in order to develop the skills and understanding required for them to achieve all four learning outcomes in this unit.

Learners should have opportunities to explore and develop a range of activities suitable for children of different ages/stages of development in learning outcomes 3 and 4, including children who may have additional learning needs.

It is essential that learning outcomes 3 and 4 are based in the workplace. Learners will require supportive supervision and direction from the workplace and the tutor. Group discussions should be used so learners can learn from each other and review their own performance.

Assessment

Evidence may be in the form of plans, assignments, written projects, reflective accounts or observations. Evidence for learning outcomes 3 and 4 could include logbooks or diaries of day-to-day practice, child observations and assessment of development, reflective accounts and third-party testimony such as teacher/supervisor reports. Work products such as school/setting policies and procedures or record forms used to record details of children's progress and abilities will provide evidence for all outcomes.

A number of work-based tasks with young children can be used to gather evidence and to develop learners' skills and understanding. It is essential that all activities carried out in the workplace build on children's previous experiences, are agreed with the teacher/supervisor before a session and are used under their direction. Learners should ensure activities planned and implemented are matched to the appropriate national requirements for the setting. Learners should look at the process as a whole – planning, implementing and evaluating. Plans should include details outlined in the content.

Learners should use guidance for the Early Years Foundation Stage, National Curriculum/Cwricwlwm Cymreig or the National Literacy Strategy depending on its relevance to their experience.

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

The knowledge gained during progression through this unit links to other units in the programme, such as *Unit 7: Children's Learning Activities and Play*, *Unit 17: Supporting Children's Numeracy Skills* and *Unit 19: Supporting Children's Information and Communication Technology Skills*.

The unit should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 303: Promote children's development

CCLD 304: Reflect on and develop practice

CCLD 309: Plan and implement curriculum frameworks for early education

CCLD 310: Assess children's progress according to curriculum frameworks for early education

CCLD 345: Help pupils to develop their literacy skills.

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of factors affecting implementation of curriculum frameworks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- access to National Curriculum/Cwricwlwm Cymreig documentation and other national initiatives such as the National Literacy Strategy and guidance for the Early Years Foundation Stage
- access to school/work-placement policies and practices, and teacher guidance and expertise in implementing them
- resources for exploring and developing activities for children, including a range of children's stories, poems and rhymes from a variety of cultures.
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Green S – *BTEC National Children's Care, Learning and Development Book 2* (Nelson Thornes, 2007) ISBN 09780748781980

Neaum S and Tallack J – *Good Practice in Implementing the Pre-School Curriculum* (Nelson Thornes, 2000)

Palmer S and Bayley R – *Foundations of Literacy* (Network Education Press, 2004) ISBN 1855390930

Rockwell R – *Language and Literacy for the Early Years* (Brilliant Publications, 2003) ISBN 1903853176

Rodger R – *Planning an Appropriate Curriculum for Under Fives: A Guide for Students, Teachers and Assistants* (David Fulton, 2003) ISBN 1853469122

Ross P and Bray C – *Classworks: Literacy* (Nelson Thornes, 2003)

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Townsend M – *Building a Portfolio for Early Years Care and Education S/NVQ Level 3 – Book 1* (Step Forward, 2001)

Whitehead M – *Language & Literacy in the Early Years* (Sage Publications, 2004) ISBN 1853963410

Whitehead M – *Supporting Language and Literacy Development in the Early Years* (Oxford University Press, 2001) ISBN 0335199313

Journals

United Kingdom Reading Association

Magazines

Child Education

Early Years Educator

5-7 Educator

Nursery World

Times Educational Supplement Primary

Other publications

Guidance for the Early Years Foundation Stage

National Curriculum

National Literacy Strategy

Websites

www.accac.org.uk

www.bbc.co.uk/education

www.ccea.org.uk

www.dfes.gov.uk

www.nc.uk.net

www.ofsted.gov.uk

www.primaryresources.co.uk

www.scotland.gov.uk

www.standards.dfes.gov.uk

Welsh curriculum regulator

BBC

Northern Ireland curriculum regulator

Department for Education and Skills

National Curriculum

OFSTED

Primary resources

Scottish Executive

DfES Standards site

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the sequences and stages in the development of children's reading, writing, speaking and listening skills describe the role of the adult in developing literacy skills and meeting specific needs describe the sequences and stages in the development of children's reading, writing, speaking and listening skills describe the role of the adult in developing literacy skills and meeting specific needs describe the sequences and stages in the development of children's reading, writing, speaking and listening skills describe the sequences and stages in the development of children's reading, writing, speaking and listening skills. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the sequences and stages in the development of children's reading, writing, speaking and listening skills describe the sequences and stages in the development of children's reading, writing, speaking and listening skills describe the sequences and stages in the development of children's reading, writing, speaking and listening skills. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> develop two activities to promote children's speaking and listening skills develop two activities to promote reading and writing skills develop two activities to promote children's speaking and listening skills develop two activities to promote reading and writing skills develop two activities to promote children's speaking and listening skills develop two activities to promote reading and writing skills. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 19: Supporting Children's Information and Communication Technology Skills

NQF Level 3: BTEC National

Guided learning hours: 30

Unit abstract

This unit will provide learners with understanding of how children can be supported during learning activities using information and communication technology (ICT). The unit can be applied to children up to sixteen years of age.

Learners will gain understanding of the role of ICT in supporting learning within the curriculum and across other curriculum subjects. They will also develop understanding of the scope of technologies available and the fact that these technologies are context based, and may not be available for all.

Learners will develop learning activities and have opportunities to implement some of these in an early years setting.

This is a useful unit for learners who wish to work in a school setting or progress into a career in teaching. It is highly advisable that learners wishing to pursue a career in education also take *Unit 17: Supporting Children's Numeracy Skills* and *Unit 18: Supporting Children's Literacy Skills*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the role of Information and Communication Technology within the curriculum
- 2 Understand the range of Information and Communication Technology that can support learning
- 3 Be able to use Information and Communication Technology to support learning.

Unit content

1 Understand the role of Information and Communication Technology within the curriculum

Curriculum and early learning frameworks: guidance for the Early Years Foundation Stage; National Curriculum, variation in home country

Use of ICT within the curriculum: as a focus of learning; integrated within subject areas; need to recognise opportunities for using ICT within other subjects; to improve literacy and numeracy skills

ICT as a facilitator of learning: incorporation into lesson plans and schemes of work; role in differentiated learning; ICT as a subject in its own right

Government initiatives: key skills; functional skills incorporating ICT; lack of ICT skills and qualifications in the workplace

Industry drivers: Sector Skills Councils eg, e-skills UK; National Occupational Standards and their role in curriculum design

2 Understand the range of Information and Communication Technology that can support learning

Hardware: eg personal computers, television, video, DVD, CD-ROM, telephone, mobile telephone

Software: subject specific software that supports learning; diagnostic software; initial assessment software; tracking and monitoring software

Resources: Web-based; Intranet; Virtual Learning Environments (VLEs); interactive whiteboard; blogs; email

Context: availability of resources for use

Safety: relevant Health and Safety legislation and guidelines, internet safety

3 Be able to use Information and Communication Technology to support learning

Learning: child-initiated experiences, adult-initiated experiences, adult-directed learning, in relation to ICT, importance of the learning environment/context

Methods: facilitating, enabling children to view ICT in personal context, encouraging questioning

Designing learner focused activities: taking into account individual needs, eg different learning styles, additional needs, differentiation; importance of observation; involvement of children; availability and use of resources

Monitoring: learning; participation; formative and summative assessment

Feedback: observing children's ICT skills; feedback from children; feedback from other adults

Benefits: to children; to teachers

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the role of ICT within the curriculum		
P2 describe the influence of government initiatives in supporting children's ICT skills	M1 explain how government initiatives support the development of children's ICT skills	D1 evaluate the potential role of ICT in supporting children's learning
P3 describe the ICT resources available for a learning environment		
P4 develop two activities using ICT to support learning in an early years setting	M2 implement the two activities using ICT to support learning in an early years setting.	D2 evaluate the effectiveness of the two implemented activities.
P5 develop two activities within another curriculum subject that use ICT to support learning.		

Essential guidance for tutors

Delivery

A flexible and practical range of teaching and learning methods will be needed to help learners to achieve this unit. However, some whole class teaching will be useful in providing underpinning knowledge of the role of ICT in the curriculum, and how government initiatives support this. Learners will need to use their work placement experiences in order to achieve parts of the unit. They need to have opportunities to explore and develop a range of activities suitable for children, and the implementation of the activities for learning outcome 3 should be carried out in an early years setting.

Initially the role of ICT within the curriculum can be introduced as a whole class session, with learners then carrying out their own research individually or in small groups to investigate its role in the relevant curriculum frameworks. Small group discussions could help learners to understand the role of ICT as a facilitator of learning, as they will be able to draw on and share their own experiences. The role of government initiatives could be introduced through both whole class teaching and small group discussions about learner's own experiences.

Learners can then go on to research the range of ICT resources available. Small group research into different aspects of this could be useful, followed by presentations. Learners could, for example, investigate software resources for a particular area of curriculum provision, and then present examples to other members of the group. This could then lead on to support the developmental activities they are required to carry out for learning outcome 3. Learners should also research the ICT resources available at their work placement, with extra visits arranged as necessary to other settings to review the resources there.

Support will be needed to help learners gather ideas about the use of ICT in the classroom. Developmental activities could include learners planning activities for each other, followed by implementation, feedback and evaluation.

Assessment

This unit could be assessed through two assignments.

P1, P2, and P3 could be assessed together after the relevant input and research, with the assignment also enabling the learner to present evidence for M1 and D1.

For this first assignment learners will need to provide evidence of understanding the role of ICT in the curriculum frameworks of their home country. This should include using ICT as both a focus of learning, and integrated within subject areas. The use of examples, both from work placement experiences and from learners' own experiences, will enhance the quality of the evidence provided. Description of the use of ICT to improve other skills, such as literacy and numeracy, is also needed, as is the role of ICT in providing for differentiated learning opportunities for children. Again, the use of examples will improve the quality of the evidence.

Learners will also need to demonstrate that they understand the influence of government initiatives in supporting children's ICT skills, using examples where possible. This could be in the form of a piece of writing, or presented in table form - listing the initiatives and their potential role. This evidence could also provide evidence for M1 if sufficient detail and explanation is provided. Learners will then need to present their evidence for the range of ICT resources available. They need to demonstrate understanding of the broad range of resources available, but then focus more specifically to provide details, for example, of the resources available for a particular purpose/age group/subject area. This could then support their preparation for the second assignment.

D1 then requires learners to evaluate the potential role of ICT in supporting children's learning. Strengths and weaknesses will need to be suggested, again with the use of examples to support the arguments.

P4 and P5 could be then assessed together, with the assignment also enabling the learner to present evidence for M2 and D2.

Learners need to develop and plan activities that use ICT to support learning. For P4, this requires learners to focus on the early years and the activities should support children in the development of ICT skills. For P5, the focus is the use of ICT to support learning within another curriculum subject. This could, for example, draw upon learners' own experiences or research into a curriculum area, and need not be aimed at the early years age group.

When they develop their activities, learners will need to demonstrate understanding of the implications of individual learning needs on the proposed activities, and the need for differentiated learning opportunities. M2 requires learners to implement their activities within an early years setting, evidence for this possibly being in the form of a reflective account, supported by witness testimonials from a practitioner in the workplace. For D2 learners need to evaluate the two activities, considering the strengths and weaknesses and also how the activities could be improved, or adapted for a slightly different purpose.

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

The knowledge gained during progression through this unit links to other units in the programme, such as *Unit 7: Children's Learning Activities and Play*, *Unit 17: Supporting Children's Numeracy Skills* and *Unit 18: Supporting Children's Literacy Skills*.

The unit should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 303: Promote children's development

CCLD 304: Reflect on and develop practice

CCLD 309: Plan and implement curriculum frameworks for early education

The unit should also enable learners to gain some of the underpinning knowledge for the following unit of the Level 3 NVQ in Playwork:

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology and improving own learning and performance.

Health and Safety issues can be introduced through the teaching of this unit by, for example, consideration of the safe use of information and communication technology.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- Information and communication technology resources
- work experience placements
- access to National Curriculum/Cwricwlwm Cymreig documentation and other national initiatives such as the Early Years Foundation Stage
- access to school/work-placement policies and practices, and teacher guidance and expertise in implementing them
- resources for exploring and developing activities for children
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Austin B – *Publisher 2003 in Easy Steps* (Computer Step, 2004) ISBN 1840782773

Heathcote F – *Pass ECDL4 using Microsoft Office 2003* (Payne-Gallway, 2004)
ISBN 1904467059

Heathcote P M – *Successful I.T. Projects in Excel* (Payne-Gallway, 2005)
ISBN 0953249050

Kennewell S – *Learning to Teach ICT in the Secondary School* (Routledge Falmer, 2003) ISBN 0415 276691

Lowe D – *Office XP for Dummies* (John Wiley, 2001) ISBN 0764508202

Matthews M – *Microsoft Office Word 2003* (McGraw-Hill Education - Europe, 2005)
ISBN 0072258608

Potter F – *Understanding and Teaching the ICT National Curriculum* (David Fulton, 2005) ISBN 1843121336

Websites

www.e-skills.com

Sector Skills Council for telecoms and IT

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the influence of government initiatives in supporting children's ICT skills describe the influence of government initiatives in supporting children's ICT skills. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the influence of government initiatives in supporting children's ICT skills develop two activities within another curriculum subject that use ICT to support learning describe the influence of government initiatives in supporting children's ICT skills develop two activities within another curriculum subject that use ICT to support learning 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the influence of government initiatives in supporting children's ICT skills develop two activities within another curriculum subject that use ICT to support learning. 	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> develop two activities using ICT to support learning in an early years setting develop two activities using ICT to support learning in an early years setting develop two activities using ICT to support learning in an early years setting. 	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.

Unit 20: Design and Technology for the Early Years Practitioner

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The aim of this unit is to enable learners to gain understanding of some of the principles of design and technology at a level appropriate to the programme.

Design and technology have become very important in the world in which we live and they permeate all of our lives. This unit provides learners with the opportunity to explore the use of technology in design. They will learn about methods, materials and techniques used in design.

Learners will develop an understanding of the importance of design in terms of physical and social human development. The unit is largely practical and is concerned with the application of skills and knowledge to produce an appropriate design, which can be used with young children. Learners will also learn how to encourage and safely involve children in design projects.

This unit will benefit those learners who require knowledge of design and technology at Level 3, such as those intending to progress into teaching.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the value of design and technology in promoting children's development
- 2 Be able to plan, design and test a piece of work
- 3 Be able to identify and use resources for design and technology in an early years setting
- 4 Be able to work with young children to design and produce a product.

Unit content

1 Understand the value of design and technology in promoting children's development

Range of materials and their uses and limitations: eg wood, plastic, metal, paper, food

Sensory and motor development: developed and developing fine and gross motor skills, links to early learning toys and activities

Cognitive development: knowledge and understanding, designing and making skills, creativity, innovation, problem solving, support development of ICT skills

Principles of design applied to nursery and early years equipment: eg prams, cots, safety gates, climbing frames, toys

2 Be able to plan, design and test a piece of work

Design requirements: research and development, construction of design briefs, design briefs from specifications, working from a design brief, generation and development of ideas

Model ideas: recognition of appropriate materials, aesthetic and technological requirements, working within constraints

Technology: development of computer programmes, range of equipment, CAD

Testing: planning, designing and applying suitable tests, methods of evaluating

3 Be able to identify and use resources for design and technology in an early years setting

Range of available resources: technology, types of materials

Limitations on use: financial and practical limitations on resources, safety considerations, energy sources, tools and machinery

4 Be able to work with young children to design and produce a product

Health and safety regulations: legal requirements, working to suitable limits to allow child involvement, using a child's ideas, identifying appropriate resources

Reporting: reviewing exercise, appropriate methods of communication in reporting

Evaluation: evaluation of design and production process, proposals for improvements

Grading grid

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

Grading criteria		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1	describe how stages of children's development can benefit from effective design and technology provision		
P2	identify the design principles that apply to products and designs for the early years sector	M1 explain how effective design principles can promote the development of children with a range of developmental needs	D1 analyse, using examples, the links between design principles, good design processes and meeting identified development needs
P3	generate a design to a given brief and model the ideas in two and three dimensions	M2 explain the reasons behind the chosen design	
P4	identify appropriate resources for the design	M3 explain why the resources for the design were those chosen	
P5	design and produce a product working within health and safety regulations		
P6	describe the plan for testing the finished product in an early years setting.	M4 test the finished product in an early years setting.	D2 evaluate the finished product, the design and production process and suggest improvements which could be made.

Essential guidance for tutors

Delivery

There will need to be an element of formal delivery in order to ensure learners are familiar with health and safety requirements and design principles, but most of this unit is likely to be delivered in a workshop setting as learners develop their projects. Learning outcome 4 requires assessment in a workplace setting, although much of the development work will be done within the centre.

Assessment

Most of the evidence for this unit is likely to come from the two major projects which learners have to carry out. The first requires them to work from a given specification, to produce a product, then evaluate both the product and the process. This could take the form of a portfolio, a journal or diary, a video record or a series of reports on specific stages of the project. It is essential that all plans, drawings and models are included as evidence for this unit.

Assignment tasks should enable learners to develop their work from pass through to merit and distinction levels.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. There are links, however, with *Unit 7: Children's Learning Activities and Play*.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and information and communication technology.

Health and safety issues can be introduced through the teaching of this unit, through the practical tasks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials
- access to workshop facilities for practical work (there may be a need for learners to access appropriate machinery or technology to complete their design projects – this must conform to all safety requirements)
- appropriate computer software
- access to the internet
- access to a range of suitable materials (most centres will be able to provide an unlimited range, but a reasonable choice of materials must be available – including hard and soft materials with a variety of textures, colours and form).

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Ansell H and Randall N – *Starting Points in Design and Technology* (Belair Publications, 2004) ISBN 0947882766

Ashby M and Johnson K – *Materials and Design* (Butterworth Heinemann, 2002)

Dabner D – *Design and Layout* (Rockport, 2003) ISBN 0713488387

Goodrioch K – *Design Secrets* (Batsford, 2003)

Haller L and Cullen C D – *Products 2: 50 Real Life Product Design Projects* (Rockport, 2004) ISBN 1592532926

Macaulay D and Ardley N – *The Way Things Work* (Dorling Kindersley, 2004) ISBN 1405302380

Videos

Video material from Further Education TV (broadcast on the BBC Learning Zone between 02:00 am and 04:00 am) and Open University programmes are excellent resources.

Websites

www.bbc.co.uk/education/fe	BBC
www.flying-pig.co.uk	Paper animation
www.letsdiscover.org.uk	Curriculum materials
www.primarydandt.org/	Nuffield resource
www.open.ac.uk	Open University
www.schoolzone.co.uk	School resource
www.underfives.co.uk	Early Years resource

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe how stages of children's development can benefit from effective design and technology provision describe how stages of children's development can benefit from effective design and technology provision. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> generate a design to a given brief and model the ideas in two and three dimensions generate a design to a given brief and model the ideas in two and three dimensions generate a design to a given brief and model the ideas in two and three dimensions. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Unit 21: Combined Science for the Early Years Practitioner: Life Processes and Living Things

NQF Level 3: BTEC National

Guided learning hours: 30

Unit abstract

The aim of this unit is to enable learners to gain understanding of some of the principles of life processes and living things at a level appropriate to the programme.

Learners will initially explore life processes in relation to energy metabolism, including the anatomy and physiology of the three major body systems involved. They will then examine living things in terms of ecosystems, different types of nutrition and the significance of food chains/webs.

This unit will benefit those learners who require knowledge of science at Level 3, such as those intending to progress into teaching or paediatric nursing.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand life processes in relation to energy metabolism in human beings
- 2 Understand living things.

Unit content

1 Understand life processes in relation to energy metabolism in human beings

Energy metabolism: role of energy in the body; anabolism and catabolism; activities involved in supplying energy to the cells of the body - roles of cardiovascular, respiratory and digestive systems

Cardiovascular system: heart - structure, cardiac cycle, heart rate, stroke volume, blood pressure, blood vessels - arteries, capillaries, veins; pulmonary and systemic circulation; structure and functions of the blood

Respiratory system: role of air passages in nose; structure and functions of trachea and lungs – bronchial tree, alveoli; respiratory muscles – intercostal muscles, diaphragm; ventilation, gaseous exchange, diffusion

Digestive system: overview of alimentary canal – oesophagus, stomach, duodenum, ileum, colon; liver, pancreas, salivary glands; role of digestive system in breakdown and absorption of food materials, ingestion, peristalsis, digestion, absorption, egestion; role of enzymes

Major products of digestion: peptides and amino acids, sugars, glycerol and fatty acids; roles in the body; storage of excess fats and carbohydrates; deamination of excess proteins and fate of the end products; role of the liver; role of the kidney

Absorption of food: into blood; into lacteals; role of villi and microvilli

2 Understand living things

Ecosystems: populations, communities, microhabitats, habitats, eg woodland, rock pools, soil, hedgerows

Nutrition: autotrophic – producers; heterotrophic - holozoic, saprophytic, parasitic, mutualistic; consumers; herbivorous, carnivorous and omnivorous diets; food chains

Food chains/webs: producers - photosynthesis; consumers; energy transfer, trophic levels, pyramids of numbers, biomass and energy

Recycling of nutrients: carbon cycle; nitrogen cycle; role of decomposers

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the role of energy in the body		
P2 describe the physiology of three named body systems in relation to energy metabolism	M1 explain the physiology of three named body systems in relation to energy metabolism	D1 use examples to explain how body systems interrelate with each other
P3 describe four food chains in a named ecosystem	M2 use one example of a food chain to explain trophic levels and energy transfer in an ecosystem.	D2 explain the interrelationships between the four food chains in the chosen ecosystem and consider the potential impact on the ecosystem as a whole of the loss of a key predator.
P4 describe the role of decomposers in the ecosystem.		

Essential guidance for tutors

Delivery

This unit needs to be delivered by appropriately qualified tutor/s. Access to laboratory facilities will be helpful for the delivery of the unit.

This unit involves a significant amount of underpinning knowledge, and tutors need to be aware that learners will have different degrees of prior learning of the biological sciences. Delivery needs to be as learner centred as possible, and include practical work, preferably in a laboratory, in order to bring the more theoretical aspects of the unit to life.

Some learners may have limited previous knowledge and understanding of the sciences, and activities will initially need to be undertaken to address this for those learners. For example, the use of worksheets along with guidance on appropriate Level 2 textbooks, together with class discussions and clarification of basic principles, could be helpful here to lay the foundation for this unit.

In this way the gross structure of the human body can be explored, which can then lead on the examination of the anatomy and physiology of the cardiovascular, respiratory and digestive systems. This aspect of the unit can be made more practical by means of, for example, learners measuring their own pulse and respiratory rates, the use of anatomical models, or practical laboratory work such as in relation to energy. DVDs/videos will also be useful.

Learners should consider the role of energy in the body, and then how the body systems work together to supply the cells with a suitable energy source.

Small group research is to be encouraged in this unit in order to cover a wide range of subject material. Presentations to other members of the class will then facilitate broader learning.

For learning outcome two, learners should preferably consider the issues and topics in the context of an ecosystem they are studying. They should have access to such a suitable ecosystem, examples including woodland, a freshwater pond or stream, a garden, a rock pool or an area of grassland. Again, this aspect of the unit should be delivered in as practical a way as possible.

Assessment

Two assignments could be used for the assessment of this unit, the first in relation to the body systems and the second in relation to ecosystems.

The first assignment could provide the vehicle of assessment for P1, P2, M1 and D1. Evidence could take the form of a combination of written work, diagrams, posters and presentation records. Care needs to be taken to ensure that such evidence is authentic, in particular with regard to visual images and explanations downloaded from the internet or taken from textbooks. Evidence needs to be in the learner's own words, relating specifically to the assessment task, and referenced appropriately. Visual images need to be either annotated by the learner, or explanations should be included in the learner's own words.

P2 requires a description of the physiology of three named body systems in relation to energy metabolism, whereas for M1 this needs to be extended in order to include an explanation of the relationship between structure and function of the constituent parts of the systems. Examples should be cited, such as the reason for the thicker wall of the left ventricle of the heart, or the large surface area for gas exchange in the lungs.

D1 requires learners to use examples relevant to energy metabolism to explain how body systems interrelate with each other. The relationship between heart and breathing rates during exercise could be cited as one example, as could the role of the cardiovascular system in transporting materials around the body.

A second assignment could be used as the basis of assessment for P3, P4, M2 and D2. Again, evidence could take the form of a combination of written work, diagrams, posters and presentation records. Evidence should be presented in the context of an ecosystem that the learners themselves have studied.

Having described four food chains in the ecosystem, for P3, learners then need to consider one of these and explain the trophic levels and energy transfer. This should include reference to energy losses and pyramids of biomass/energy.

For D2 learners need to consider the four food chains and how they interlink. They could possibly create a food web, if appropriate. They then need to explain the potential effects on the food chains/web if a major predator were removed. This could include consideration of the effects of larger numbers in the parts of the chain below the predator (or above if appropriate), for example.

P4 requires learners to describe the role of decomposers. This will include their role in the recycling of nutrients such as nitrogen and carbon.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. There are also links to *Unit 22: Combined Science for the Early Years Practitioner: Materials and their Properties* and *Unit 23: Combined Science for the Early Years Practitioner: Physical Processes*.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and information and communication technology.

Health and safety issues can be introduced through the teaching of this unit through, for example, any practical tasks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- access to laboratory facilities for practical work
- models of human torso, individual organs such as the heart and systems such as the respiratory system
- DVDs/videos.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Clancy J and McVicar A – *Physiology and Anatomy: A Homeostatic Approach* (Hodder Arnold, 2002) ISBN 034076239X

Jones M and Jones G – *AS Biology: Energy and the Environment*(Collins, 2000) ISBN 0003277143

Myers B – *The Natural Sciences* (Nelson Thornes, 2004) ISBN 0748785833

Shaw L – *Anatomy and Physiology* (Nelson Thornes, 2004) ISBN 0748785841

Stretch B – *Core Themes in Health and Social Care* (Heinemann, 2007) ISBN 9780435464257

Ward J, Clarke R W and Linden R – *Physiology at a Glance* (Blackwell Publishing, 2005) ISBN 1405113286

Journals

Biological Science

New Scientist

Nursing Times

Websites

www.bbc.co.uk/science/humanbody

BBC resource pages on the human body and mind

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the physiology of three named body systems in relation to energy metabolism describe the physiology of three named body systems in relation to energy metabolism describe the physiology of three named body systems in relation to energy metabolism describe the physiology of three named body systems in relation to energy metabolism. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the physiology of three named body systems in relation to energy metabolism • describe the physiology of three named body systems in relation to energy metabolism • describe four food chains in a named ecosystem • describe the physiology of three named body systems in relation to energy metabolism • describe four food chains in a named ecosystem. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Unit 22: Combined Science for the Early Years Practitioner: Materials and their Properties

NQF Level: 3 BTEC National

Guided learning hours: 30

Unit abstract

The aim of this unit is to enable learners to gain understanding of some of the principles of materials and their properties at a level appropriate to the programme.

Learners will initially explore the structure of the atom, including the electronic configuration of hydrogen, carbon, oxygen, nitrogen and the relevance of this to biological molecules. Molecular structure will then be examined, with particular focus on the relationship between structure and the properties thus conferred. Again, this will be with reference to the biological molecules and the support and maintenance of life. Learners will gain understanding of a range of molecules, both inorganic and organic.

This unit will benefit those learners who require knowledge of science at Level 3, such as those intending to progress into teaching or paediatric nursing.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the structure of the atom
- 2 Understand the chemistry of molecules in relation to life.

Unit content

1 Understand the structure of the atom

Atoms: nucleus: neutrons, protons; electrons; electronic configuration of hydrogen, carbon, oxygen, nitrogen and the relevance to biological molecules

2 Understand the chemistry of molecules in relation to life

Inorganic molecules: water - configuration, properties - eg solvent, surface tension, importance of hydrogen bonds; carbon dioxide - configuration, covalent bonds; sodium chloride - configuration, ionic bonds; ions, eg hydrogen carbonate, phosphate

Organic molecules: condensation and hydrolysis in building polymers and breaking them down

- proteins: primary, secondary, tertiary and quaternary structure, peptides, amino acids
- carbohydrates: polysaccharides (starch, glycogen, cellulose), disaccharides (sucrose, maltose, lactose), monosaccharides (glucose, fructose, galactose)
- lipids: fatty acids (saturated, monounsaturated, polyunsaturated), glycerol, triglycerides, phospholipids and their role in cell membranes and as surfactants in the lungs, cholesterol
- nucleic acids: nucleotides - base, pentose sugar, phosphate group; DNA, double helix, complementary base pairing; RNA, mRNA, tRNA, role in protein synthesis; mitosis – cell replication in growth and repair, prophase, metaphase, anaphase, telophase

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the atomic structure of hydrogen, carbon, oxygen and nitrogen and relate it to the structure of biological molecules	M1 explain the relevance of the electronic configuration of hydrogen, carbon, oxygen and nitrogen to biological molecules	
P2 describe the molecular configuration of water, carbon dioxide and sodium chloride with reference to different types of bonding	M2 explain the relevance of the molecular configuration of water to its properties.	
P3 describe the structure and functions of organic molecules.		D1 analyse the relationship between the structure and functions of organic molecules.

Essential guidance for tutors

Delivery

This unit needs to be delivered by a tutor who is appropriately qualified in the chemical/biochemical sciences. Some access to laboratory facilities could be useful.

The unit involves a significant amount of underpinning knowledge, and tutors need to be aware that learners will have different degrees of prior learning of the sciences. Delivery needs to be as learner-centred as possible, and include practical work, preferably in a laboratory, in order to bring the more theoretical aspects of the unit to life.

Some learners may have limited previous knowledge and understanding of the sciences, and activities will initially need to be undertaken to address this for those learners. For example, the use of worksheets along with guidance on appropriate Level 2 textbooks, together with class discussions and clarification of basic principles, could be helpful here to lay the foundation for this unit.

Tutor input will be needed to introduce the unit, though it is suggested that learners could use resources in class and research atomic structure in relation to the elements listed in the contents. They could then explain the relevance of the electronic configuration, with regard to biological molecules, to their peers. A similar approach could be used for the molecular configuration of water, carbon dioxide and sodium chloride with reference to the different types of bonding. This approach could aid learner understanding and thereby provide a good foundation for this unit, encouraging learners to relate structure at an atomic and molecular level to the functioning of compounds.

The structure and functions of organic molecules could be delivered through a combination of tutor input, individual research, posters and presentations, with the emphasis again being on the functions of the molecules as conferred by their configuration.

The use of practical laboratory work could aid the delivery of this unit, as would the use of videos/DVDs.

Assessment

Two assignments could be used for the assessment of this unit.

The first assignment could provide the vehicle of assessment for P1, P2, M1 and M2. Evidence could take the form of a combination of written work, diagrams, posters and presentation records. Care needs to be taken to ensure that such evidence is authentic, in particular with regard to visual images and explanations downloaded from the internet or taken from textbooks. Evidence needs to be in the learner's own words, relating specifically to the assessment task, and referenced appropriately. Visual images need to be either annotated by the learner, or explanations should be included in the learner's own words. M1 and M2 require clear explanations of the relationship between structure and function.

A second assignment could be used as the basis of assessment for P3 and D1. Again, evidence could take the form of a combination of written work, diagrams, posters and presentation records. D1 requires an in-depth examination and discussion of the behaviour of different organic molecules in relation to their structure and composition. The evidence required here should be clearly presented with good use of scientific language and demonstrating thorough understanding.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. There are also links to *Unit 21: Combined Science for the Early Years Practitioner: Life Processes and Living Things* and *Unit 23: Combined Science for the Early Years Practitioner: Physical Processes*.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and information and communication technology.

Health and safety issues can be introduced through the teaching of this unit through, for example, any practical tasks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- access to laboratory facilities for practical work
- DVDs/videos.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Adds J, Larkcom E and Miller R – *Molecules and Cells* (Nelson Thornes, 2003)
ISBN 074877484X

Clancy J and McVicar A – *Physiology and Anatomy: A Homeostatic Approach, Second Edition* (Hodder Arnold, 2002) ISBN 034076239X

Jones M and Jones G – *AS Biology: Molecules and Cells* (Collins, 2000)
ISBN 0003277127

Kent M – *Advanced Biology (Advanced Science)* (Oxford University Press, 2000)
ISBN 0199141959

Myers B – *The Natural Sciences* (Nelson Thornes, 2004) ISBN 0748785833

Shaw L – *Anatomy and Physiology* (Nelson Thornes, 2004) ISBN 0748785841

Journals

Biological Science

New Scientist

Nursing Times

Websites

www.bbc.co.uk/science/humanbody

BBC resource on human mind and
body

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the atomic structure of hydrogen, carbon, oxygen and nitrogen and relate it to the structure of biological molecules describe the atomic structure of hydrogen, carbon, oxygen and nitrogen and relate it to the structure of biological molecules describe the molecular configuration of water, carbon dioxide and sodium chloride with reference to different types of bonding describe the molecular configuration of water, carbon dioxide and sodium chloride with reference to different types of bonding 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the atomic structure of hydrogen, carbon, oxygen and nitrogen and relate it to the structure of biological molecules • describe the molecular configuration of water, carbon dioxide and sodium chloride with reference to different types of bonding • describe the atomic structure of hydrogen, carbon, oxygen and nitrogen and relate it to the structure of biological molecules • describe the molecular configuration of water, carbon dioxide and sodium chloride with reference to different types of bonding • describe the atomic structure of hydrogen, carbon, oxygen and nitrogen and relate it to the structure of biological molecules • describe the molecular configuration of water, carbon dioxide and sodium chloride with reference to different types of bonding. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Unit 23: Combined Science for the Early Years Practitioner: Physical Processes

NQF Level 3: BTEC National

Guided learning hours: 30

Unit abstract

The aim of this unit is to enable learners to gain understanding of some of the principles of physical processes at a level appropriate to the programme.

Learners will initially explore the electromagnetic spectrum, including the uses of different components of the spectrum for the diagnosis and treatment of disorders in children. Light waves and their properties will be examined, and learners will explore concepts such as the focusing of light on the retina of the eye, the use of convex and concave lenses in correcting vision, colour vision and colour blindness.

Sound waves will then be explored, including pitch and loudness, the function of the ear, the range of human hearing and the use of hearing aids, induction loops and speech synthesisers. Learners will then go on to examine applications of sound waves for children's services, such as the use of ultra sound for the monitoring of the developing foetus or for therapeutic purposes.

This unit will benefit those learners who require knowledge of science at Level 3, such as those intending to progress into teaching or paediatric nursing.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the electromagnetic spectrum
- 2 Understand sound waves.

Unit content

1 Understand the electromagnetic spectrum

Electromagnetic spectrum: radiowaves, microwaves, infrared waves, visible light rays, ultraviolet waves, X-rays, gamma rays; ionising radiation, non-ionising radiation

Applications to the diagnosis and treatment of disorders in children: diagnostic, eg X-rays, computed tomography (CT) scanners, contrast X-Rays, magnetic resonance imaging (MRI), endoscopy, thermography; treatment, eg radiotherapy, uses of lasers; sterilisation

Light waves: speed, reflection, refraction, fibre optics; the focusing of light on the retina of the eye, the use of convex and concave lenses in correcting vision; colour vision, colour blindness

2 Understand sound waves

Sound waves: how sound waves are produced, the speed of sound, echoes, frequencies, pitch, loudness; the function of the ear, range of human hearing, audiometers, hearing aids, induction loops and speech synthesisers

Applications: use of ultra sound for monitoring of developing foetus; use of ultra sound for therapeutic purposes

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the electromagnetic spectrum	M1 explain two examples of applications of the electromagnetic spectrum to the diagnosis and treatment of disorders in children	
P2 describe the properties of light	M2 explain how knowledge of the properties of light can be used to correct defects in children's vision	
P3 describe the properties of sound	M3 explain how knowledge of the properties of sound can be used to correct defects in hearing.	
P4 describe two examples of the use of ultrasound within paediatric medical services.		D1 evaluate the role of physical science techniques in paediatric medical services.

Essential guidance for tutors

Delivery

This unit needs to be delivered by appropriately qualified tutor/s. Access to laboratory facilities will be necessary for the delivery of the unit.

This unit involves a significant amount of underpinning knowledge, and tutors need to be aware that learners will have different degrees of prior learning of the physical sciences. Delivery needs to be as learner centred as possible, and include practical work, preferably in a laboratory, in order to bring the more theoretical aspects of the unit to life.

Some learners may have limited previous knowledge and understanding of the physical sciences, and activities will initially need to be undertaken to address this for those learners. For example, the use of worksheets along with guidance on appropriate Level 2 textbooks, together with class discussions and clarification of basic principles, could be helpful here to lay the foundation for this unit.

Following this introduction, consideration of the electromagnetic spectrum could be used as a means of further building on learners' current knowledge and understanding.

Learners will benefit significantly from having access to health settings during the delivery of this unit. For example, a visit to a radiography department of a local hospital could significantly improve delivery. Alternatively, local health authorities may organise career information days where a range of professional health sector workers from a variety of disciplines are available to talk about their work and provide guided tours of the medical facilities.

Practical work could be carried out involving light and sound waves.

Videos/DVDs could also be useful to support the delivery of this unit.

Assessment

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

An initial assignment could be used to assess P1, and M1, based on the electromagnetic spectrum. Evidence could take the form of a combination of written work, diagrams, reports of practical investigations, posters and presentation records. Care needs to be taken to ensure that such evidence is authentic, in particular with regard to visual images and explanations downloaded from the internet or taken from textbooks. Evidence needs to be in the learner's own words, relating specifically to the assessment task, and referenced appropriately.

A second assignment could be used for P2 and M2, based on the properties of light, and a third assignment could be used for P3, P4 and M3, based on the properties of sound. Again, reports of practical investigations could be included here. D1 is an overarching criterion and can be assessed as part of the third assignment. Learners will need to refer back to the learning for the whole unit in order to evaluate the role of physical science techniques in pediatric medical services. References to relevant work experience placements could help support the evidence provided here.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. There are also links to *Unit 21: Combined Science for the Early Years Practitioner: Life Processes and Living Things* and *Unit 22: Combined Science for the Early Years Practitioner: Materials and their Properties*.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and information and communication technology.

Health and safety issues can be introduced through the teaching of this unit through, for example, any practical tasks.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- access to laboratory facilities for practical work
- DVDs/videos.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Adams S and Allday J – *Advanced Physics (Advanced Science)* (Oxford University Press, 2000) ISBN 0199146802

Honeywill C – *Make the Grade: AS and A Level Physics* (Nelson Thornes, 2002) ISBN 0174482809

Johnson K, Hewett S, Holt S and Miller J – *Advanced Physics for You* (Nelson Thornes, 2000) ISBN 074875296X

Journals

New Scientist

Physics Review

Popular Science

Nursing Times

School Science Review

Websites

www.omni.ac.uk

Resources in Health and Medicine

www.planet-science.com

Science resource

www.teaching-biomed.man.ac.uk

Faculty of medicine, Dentistry, Nursing and Pharmacy, The University of Manchester

www.xray2000.co.uk

Nicks x-ray website

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound 	C3.1a Take part in a group discussion.
<ul style="list-style-type: none"> • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound 	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
<ul style="list-style-type: none"> • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound 	C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.
<ul style="list-style-type: none"> • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound. 	C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound • describe the electromagnetic spectrum • describe the properties of light • describe the properties of sound. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Unit 24: Environmental Studies for the Early Years Practitioner

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The aim of this unit is to provide learners with an understanding of environmental issues to enable them to introduce such issues when working with children. Concern for the environment is very topical and learners should be encouraged to become interested in their environment, and to participate in environmental topics when these are introduced at their work experience placements.

Successful completion of this unit will enable learners to develop an appreciation of the importance of environmental issues. They will gain understanding of how the environment affects and shapes our lives as they investigate ways to maintain a sustainable world.

Learners will gain understanding of the importance of current environmental issues and the impact of these at local, national and global levels. They will then be able to use this knowledge and understanding to help with the development of children's awareness of, and interest in, a range of environmental issues. The unit will also enable learners to plan and implement activities in this area in line with the curriculum guidance for the Foundation Stage and the National Curriculum.

This unit is strongly recommended for those learners who wish to progress into a career in teaching or for those who wish to work in a supportive role within a school environment.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the natural environment
- 2 Understand the effects of human activity on the environment
- 3 Understand the impact of natural and manmade disasters on food, water and energy resources
- 4 Be able to develop a range of activities that can be used to introduce children to environmental studies.

Unit content

1 Understand the natural environment

Natural materials: rocks, minerals and soils; their characteristics, distribution and formation

Environmental features: world weather patterns, heat, humidity, pressure, winds, air masses; climate change

Erosion: the agents and effects of natural erosion; wind, water, coastal, heat, ice

Tectonics: features and effects of plate tectonics and related earthquake, tsunami and volcanic activity

2 Understand the effects of human activity on the environment

Causes and effects of pollution: on weather, the environment, forest ecosystems

Methods and results of management of the natural environment: eg effectiveness of waste management methods

Global and national policies: implications of global and national policies; relevant sections from, eg Water Act 1989, Environmental Protection Act 1990, Water Resources Act 1991, Rio Summit 1992, Clean Air Act 1993, Environment Act 1995, Clean Neighbourhoods and Environment Act 2005

Energy resources: energy conservation, future developments

Water resources: usage and distribution; developments to deal with water shortages, eg desalination

3 Understand the impact of natural and manmade disasters on food, water and energy resources

Natural disasters: eg earthquakes, tsunamis, floods, cyclones, hurricanes, volcanic eruptions, tornados

Manmade disasters: eg deforestation, desertification, greenhouse effect, intensive farming, industrialisation

Impact of manmade and natural disasters: eg flood, famine, drought, global warming, death, poverty, disease, destruction of property, collapse of the infrastructure, pollution, decline in renewable and non-renewable energy resources; human, social and economic impact

4 Be able to develop a range of activities that can be used to introduce children to environmental studies

Curriculum guidance: familiarity with current curricula as relevant to home country eg Curriculum guidance for the Foundation Stage, National Curriculum/Cwricwlwm Cymreig

Natural environment: eg explore the quality of the local environment, observe and talk about the changes in the weather, flora and fauna; effective use of the outdoor environment

Effect of human activity on the environment: eg changes in villages, towns and cities, changes in natural life

Natural and manmade disasters: appropriate awareness of the effect of these disasters on mankind, eg discussion of news items regarding famine, floods, earthquakes; visits from charity organisations to discuss the impact of national/international events

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the main types of rocks, minerals and soils, the effects of erosion and the reasons for earthquake and volcanic activity	M1 explain the effects of earthquakes, volcanic activity and erosion on the environment, using examples	
P2 describe the main causes of pollution and identify global and national policies that have been introduced to address this	M2 describe one global or national policy and how it addresses worldwide pollution issues	D1 evaluate the potential effects of one global or national policy in addressing worldwide pollution issues
P3 describe the factors, including natural and manmade disasters, that influence the availability of food, energy and water	M3 describe the potential effects of either food, energy or water shortages on the world	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P4 plan two activities to promote children’s knowledge and understanding of the natural environment</p> <p>P5 plan two activities to promote children’s awareness of the effects of human activity on the environment</p> <p>P6 plan two activities to promote children’s awareness of issues affecting food, water and energy resources.</p>	<p>M4 implement at least one of the planned activities to promote children’s knowledge and understanding of either the natural environment, or the effects of human activity on the environment or issues affecting food, water and energy resources.</p>	<p>D2 evaluate how effective the implemented activities were in promoting children’s awareness of the natural environment.</p>

Essential guidance for tutors

Delivery

A wide range of methods could be utilised for the delivery of this unit. Whilst some whole class teaching will be needed to provide learners with a basic understanding of many of the complex issues raised in the unit, there should also be opportunities for small group work and discussions. These will enable learners to develop greater understanding of issues and to explore those that particularly interest them in depth.

Learners will need to engage in a range of exploratory activities, both indoors and outdoors, in order to develop their own understanding and also to investigate possible activities suitable for use with children. Field trips could provide good opportunities to help learners achieve this. Research skills will be required by learners to explore, for example, the responses of world governments to a variety of issues, and to examine these issues on a global scale. They should be encouraged to research widely, using, for example, periodicals, the internet, newspapers and relevant textbooks. Guest speakers, for example from relevant charities, could be invited in to talk about their work.

The use of small group research, followed by posters, displays and/or presentations, could help facilitate some aspects of this unit.

Learners should be encouraged to develop their own resource bank of suitable activities for use with young children.

Assessment

Evidence for this unit could be submitted in a range of formats, such as reports from field studies, posters, records of presentations, essays, and records of the implementation of planned activities. Learners could also produce learning resource packs for use with children. They should be encouraged to be creative in their evidence gathering and use their knowledge of environmental studies to underpin other relevant units, such as *Unit 7: Children's Learning Activities and Play*.

This unit could be assessed through several small assignments, or through a smaller number of larger, more holistic assignments, depending on the learner cohort.

An initial assignment could be used to assess P1 and M1, based on the natural environment. Evidence could take the form of pieces of writing supported by visual images, though centres should ensure that all evidence provided is entirely the work of the learner.

Similarly, further assignments could be used to assess P2, M2 and D1, and then P3 and M3. Learners will need to research the topics thoroughly, and present their evidence fluently, preferably in a variety of formats.

The final part of the assessment for this unit is based on the planning and implementation of activities for children, for which learning resource packs could be used as evidence for P4, P5 and P6. M4 requires evidence of implementation, which could include descriptive accounts, witness testimonies, placement reports, or a combination of all of these. D2 requires learners to consider strengths and weaknesses of the implemented activities in terms of promoting children's awareness of the natural environment, for which learners should be encouraged to be reflective. Suggestions for future improvements could be included here.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. There are links, however, to *Unit 7: Children's Learning Activities and Play*.

The unit should provide underpinning knowledge towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology, and improving own learning and performance.

Health and safety issues can be introduced through the teaching of this unit by, for example, consideration of the impact of human activities on the environment.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- audio and visual records eg DVDs/videos, media coverage of environmental issues
- field trips
- guest speakers from charities/aid organisations.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

- Boyle, G – *Renewable Energy* (Oxford University Press, 2004) ISBN 0198564511
- Chambers, N – *Sharing Nature's Interest* (Earthscan, 2000)
- Houghton, J – *Global Warming* (Cambridge University Press, 2004) ISBN 0521528747
- Lombard, B – *The Skeptical Environmentalist: Measuring the Real State of the World* (Cambridge University Press, 2001) ISBN 0521010683
- McGuire, B – *A Guide to the End of the World* (Oxford Paperbacks, 2003) ISBN 0192804529
- Meyer, A – *Contraction and Convergence: the Global Solution to Climate Change* (Green Books, 2000) ISBN 1870098943
- Rischar, J – *High Noon: 20 Global Problems* (Basic books, 2004) ISBN 0465070108
- Smil, V – *Energy at the Crossroads* (MIT Press, 2005)
- Therivel, R – *Strategic Environmental Assessment in Action* (Earthscan, 2004)

Magazines

- Child Education
- Early Years Educator
- Earth Heritage
- (The) Ecologist
- Energy and Environment Management
- Environmental Science
- Geography Review
- Geology Today
- National Geographical Magazine
- Nursery World
- Times Educational Supplement Primary
- Understanding Global Issues
- Your Environment

Other publications

- Curriculum Guidance for the Foundation Stage* (DfEE, 2000)
- The National Curriculum*

Websites

www.bbc.co.uk

BBC

[www.envirowise.gov.uk/envirowise3.nsf/
key/legislation](http://www.envirowise.gov.uk/envirowise3.nsf/key/legislation)

Environmental Advice for Business

www.europa.eu

European Union

www.nc.uk.net

National Curriculum

www.planet-science.com

Science Resource

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> plan two activities to promote children's knowledge and understanding of the natural environment plan two activities to promote children's knowledge and understanding of the natural environment describe the main causes of pollution and identify global and national policies that have been introduced to address this describe the factors, including natural and manmade disasters, that influence the availability of food, energy and water describe the main causes of pollution and identify global and national policies that have been introduced to address this describe the factors, including natural and manmade disasters, that influence the availability of food, energy and water. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the main causes of pollution and identify global and national policies that have been introduced to address this • describe the factors, including natural and manmade disasters, that influence the availability of food, energy and water • describe the main causes of pollution and identify global and national policies that have been introduced to address this • describe the factors, including natural and manmade disasters, that influence the availability of food, energy and water • describe the main causes of pollution and identify global and national policies that have been introduced to address this • describe the factors, including natural and manmade disasters, that influence the availability of food, energy and water. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • plan two activities to promote children’s knowledge and understanding of the natural environment • plan two activities to promote children’s awareness of the effects of human activity on the environment • plan two activities to promote children’s knowledge and understanding of the natural environment • plan two activities to promote children’s awareness of the effects of human activity on the environment • plan two activities to promote children’s knowledge and understanding of the natural environment • plan two activities to promote children’s awareness of the effects of human activity on the environment. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 25: **Modern Beliefs and Religions for the Early Years Practitioner**

NQF Level 3: BTEC National CCLD

Guided learning hours: 60

Unit abstract

This unit will allow learners to explore the different beliefs and religions that are part of societies today, enabling them to appreciate and understand the richness and diversity of multicultural life.

Learners will be able to explore, and gain insight into, the influences of religious and other beliefs on the development and socialisation of young children. They will learn about the importance of moral and spiritual development and gain understanding of the role of religious education in the curriculum. Learners will also have the opportunity to plan an activity for children, based on exploring different beliefs and religions.

This unit will be a useful introduction for all those who wish to work with children, and is particularly recommended for those learners who are considering a career in the teaching profession.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance of children's moral and spiritual development
- 2 Understand different religions and beliefs
- 3 Understand the role of religious education in the early years.

Unit content

1 Understand the importance of children's moral and spiritual development

Moral and spiritual development: sense of own identity, self-value; valuing others; moral code, behaviour values, eg truth, respect; pro-social behaviour, building relationships, concept of sharing; understanding right and wrong; understanding the wider community

Role of early years practitioner: supporting the moral and spiritual dimension in learning environments; sensitivity; inclusive behaviour; setting clear boundaries; understanding that spirituality does not need to be consistent with a structured belief system

2 Understand different religions and beliefs

Religious and secular beliefs: eg agnosticism, atheism, Buddhism, Christianity, existentialism, Hinduism, humanism, Islam, Judaism, Paganism, Rastafarianism, Sikhism

Beliefs and practices: eg practices, customs, rituals, rites of passage, central beliefs, festivals, celebrations, diet, traditional stories, important people, places of worship, health/medical beliefs; variance within groups

3 Understand the role of religious education in the early years

Religious education as part of the early years curriculum: Education Act 1996; role of the Standing Advisory Council on Religious Education (SACRE), religious education as part of curriculum; locally agreed syllabuses; objections to religious education, eg scepticism, exclusivism, relativism, reductionism; counter arguments to objections; different and competing aims and purposes for including religious education in children's education; parents/carers' right to remove their child from religious education; impact and importance of religious pluralism

Role of religious education: spiritual, moral, social and cultural development; preparation for life in a diverse society; promoting inclusion; challenging stereotypical views; promoting values, eg truth, justice, respect, care of the environment; emphasis on children valuing themselves and others; emphasis on the role of the family and community; celebration of diversity in society - similarities and differences; encouraging children to explore own beliefs; encouraging children to make reasoned and informed judgements on issues

Approaches: eg encouraging questioning, analysis, personal search for meaning, enabling children to view religion in personal terms, as well as understanding themselves in the context of religion, how to explore commonality and differences in the context of religious education, inclusive approaches

Activity: exploring different religions and beliefs; impact of pluralism on planning; inclusion.

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the role of the early years practitioner in supporting children's moral and spiritual development	M1 explain the role of the early years practitioner in supporting children's moral and spiritual development	
P2 describe four different religious/secular beliefs	M2 compare and contrast two different religions/secular beliefs	
P3 describe how religious or secular beliefs may impact on inclusion in an early years setting	M3 explain measures to support inclusion in a diverse early years setting	D1 evaluate measures to support inclusion in a diverse early years setting
P4 describe the role of religious education in the early years curriculum	M4 explain the role of religious education in the early years curriculum	D2 evaluate the role of religious education in the early years curriculum.
P5 plan and implement an activity based on religious or secular beliefs for an identified early years group aged 5-7.	M5 evaluate an activity based on religious or secular beliefs for an identified early years group aged 5-7.	

Essential guidance for tutors

Delivery

A wide range of methods could be utilised for the delivery of this unit. Whilst some whole class teaching will be needed to provide learners with a good understanding of certain aspects of the unit, there should also be opportunities for small group work and discussions. These will enable learners to develop greater understanding, for example of different religious/secular beliefs, and to explore those that particularly interest them in depth.

It is also important that a significant amount of time is spent in developing learners' understanding of the competing aims and purposes of religious education. Learners need to understand the different pedagogic approaches and how they are fundamentally different to each other, and the potential ramifications of planning activities and learning opportunities for children using the different approaches.

Research skills will be required by learners to explore, for example, different religious/secular beliefs. They should be encouraged to research widely, using for example the internet, magazines, newspapers and relevant textbooks. Visits, for example, to different places of worship, could be useful here, as could the use of guest speakers to talk about different religions, or about the importance of inclusion in children's settings.

The use of small group research, followed by posters, displays and/or presentations, could help facilitate some aspects of this unit.

Learners should be encouraged to develop their own resource bank of suitable activities for use with young children.

It is highly likely that, through the delivery of this unit, learners will have an opportunity to reflect on their own moral and spiritual development and will be able to evaluate and explore their own beliefs.

Assessment

Evidence for this unit could be submitted via a range of formats, such as reports from visits, posters, records of presentations, essays and records of the implementation of planned activities. Learners could also produce learning resource packs for use with children. They should be encouraged to be creative in their evidence gathering and use their knowledge of religious studies to underpin other relevant units, such as *Unit 7: Children's Learning Activities and Play*.

Evidence for this unit could include some written reflections from learners where they reflect on their learning, their practice and their own spiritual, cultural and moral understandings.

This unit could be assessed through several small assignments, or through a smaller number of larger more holistic assignments, depending on the learner cohort.

An initial assignment could be used to assess P1 and M1, based on the role of the early years practitioner in supporting children's moral and spiritual development. Evidence here could take the form of a reflective piece of writing, drawing on examples from work placements.

Similarly, further assignments could be used to assess P2 and M2, and then P3, M3 and D1. Learners will need to research the topics thoroughly, and present their evidence fluently, preferably in a variety of formats. For P2, learners need to research four different religious/secular beliefs and describe them, whilst for M2 they need to extend their work for two of the religious/secular beliefs by comparing and contrasting different aspects of them. For P3, M3 and D1, learners need to consider the issue of inclusion in children's settings. They will need to draw on a variety of their work placements for this, and for D1 at least one of the work placements should be a setting that clearly incorporates diversity.

The final part of the assessment for this unit is based on the role of religious education in the early years curriculum, and the planning and implementation of activities for children. For P5, learning resource packs could be used as evidence, along with evidence of implementation, which could include descriptive accounts, witness testimonies, placement reports, or a combination of all of these. M5 requires learners to consider strengths and weaknesses of the implemented activities, for which learners should be encouraged to be reflective. Suggestions for future improvements could be included here. The evaluation should link to the pedagogic approach used.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. There are links, however, to *Unit 7: Children's Learning Activities and Play*, and *Unit 10: Promoting Wellbeing and Resilience in Children*.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology, improving own learning and performance and working with others.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of different religious/secular beliefs.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- audio and visual records eg DVDs/videos, media coverage of religious issues
- guest speakers.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Ashton E – *Religious Education in the Early Years* (Routledge, 2000) ISBN 0415183863

Bailey E – *Implicit Religion* (Middlesex University Press, 1998) ISBN 1898253242)

Erricker C and Ota C (Eds) *Spiritual Education: Literary, Empirical and Pedagogical Approaches* (Sussex Academic Press, 2005) ISBN 1845190181

Grimmitt M T – *Pedagogies of Religious Education - Case Studies in the Research And Development of Good Pedagogic Practice in RE* (McCrimmons, 2000) ISBN 0855976217

Jackson R – *Religious Education: An Interpretive Approach* (Hodder Murray, 1997) ISBN 034068870X

Watson B – *The effective teaching of Religious Education* (Longman, 1993) ISBN 0582087074

Wright A – *Religion, Education and Post Modernity*, (Routledge Falmer, 2004) ISBN 0415298709

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe four different religious/secular beliefs plan and implement an activity based on religious or secular beliefs for an identified early years group aged 5-7 	<p>C3.1a Take part in a group discussion.</p>
<ul style="list-style-type: none"> describe four different religious/secular beliefs plan and implement an activity based on religious or secular beliefs for an identified early years group aged 5-7 	<p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
<ul style="list-style-type: none"> describe four different religious/secular beliefs 	<p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p>
<ul style="list-style-type: none"> describe four different religious/secular beliefs. 	<p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe four different religious/secular beliefs describe four different religious/secular beliefs describe four different religious/secular beliefs. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> plan and implement an activity based on religious or secular beliefs for an identified early years group aged 5-7 plan and implement an activity based on religious or secular beliefs for an identified early years group aged 5-7 plan and implement an activity based on religious or secular beliefs for an identified early years group aged 5-7. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe four different religious/secular beliefs describe four different religious/secular beliefs describe four different religious/secular beliefs. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 26: Information and Communication Technology for the Early Years Practitioner

NQF Level 3: BTEC National CCLD

Guided learning hours: 60

Unit abstract

This aim of this unit is to enable learners to develop their understanding of, and skills in, information and communication technology (ICT).

Learners will develop and practise skills in relation to a range of software applications, including word processing and spreadsheets. As well as using word-processing software to produce different types of document, learners will discover how to improve their written assignments by using headers and footers, bullet points, spelling checkers and word counts, and by inserting tables and graphics. They will learn how to organise their files and save information so that they are able to retrieve it easily, and how to transfer information from one type of program to another. They will also use spreadsheets and databases to handle data, learning how to create and format a spreadsheet, how to sort and filter data and how to write a simple query. They will discover how to write formulae and use functions to help them to process data and to perform calculations and then use the software to produce attractive and meaningful charts and graphs.

The requirement to use information and communication technology safely is paramount in a children's setting. Learners will gain understanding of how to use ICT safely, adhering to legislation and guidelines. They will also learn how to use the internet safely and efficiently and discover how to make full use of email.

The children's sector increasingly uses ICT for administration, management, recording and communicating. The ability to create well-designed, word-processed documents will, therefore, be an advantage to those planning to work in these sectors. Furthermore, competence in ICT will be a valuable asset to any learner intending to progress to further or higher study.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to use basic information and communication technology applications
- 2 Understand legislation and guidelines relating to the use of information and communication technology
- 3 Understand own development in terms of the use of information and communication technology.

Unit content

1 Understand basic information and communication technology applications

Basic computer hardware: PC, modem, scanner, printer, CD ROM reader

Basic computer software: word processing, spreadsheets, internet, email; diagnostic and interactive applications

Documents: eg letters, labels, faxes, emails, reports, record cards/sheets, booklets and leaflets, CVs; advantages and limitations of package used; layout – page layout, formatting and styling, headers and footers, bullets and numbering, automatic page numbering, spelling checker and word-count facility, inserting and formatting tables

Databases: children's records, resource databases; use of databases

Spreadsheets: inputting and amending data accurately; formatting data; sorting and filtering; using simple functions; creating and displaying formulae; producing charts and graphs; headers and footers

Searching on the internet: using search engines effectively; using multiple search criteria; quoting sources and checking reliability; saving favourites or book-marking useful sites

Internet safety: awareness of current data protection legislation and the need for virus protection; child protection issues

Electronic mail: sending, receiving, opening and saving emails; sending and opening attachments; using an electronic address book

2 Understand legislation and guidelines relating to the use of information and communication technology

Legislation and guidelines: relevant to home country; relevant sections from, eg United Nations Convention on the Rights of the Child 1989, the Children Act 1989, 2004, Human Rights Act 1998, Management of Health and Safety at Work Regulations 1999, Data Protection Act 1998, Every Child Matters 2003, other relevant local policies

3 Understand own development in terms of the use of information and communication technology

Developmental needs: understanding relevance of ICT for workplace; identifying strengths and weaknesses; identifying needs; identifying and utilising opportunities for improvement and progression

Personal development: resources, time, aims and objectives, reviewing and monitoring

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 use software for word processing and spreadsheets to prepare and present a complex document		
P2 identify the uses of software packages in children's services	M1 analyse the use of a software application in a children's service	D1 evaluate the use of ICT in a children's service
P3 describe legislation and guidelines that impact on the use of ICT in children's settings	M2 explain how the use of ICT in a children's setting meets legislative requirements and guidelines	D2 evaluate the effect of legislation and guidelines on the use of ICT in children's settings
P4 describe own development in ICT over the duration of the programme		
P5 identify aspects of own knowledge and skills in ICT for future development.	M3 produce a personal development plan for the development of own knowledge and skills in ICT.	D3 evaluate how own personal development plan could help support ICT requirements in a children's setting.

Essential guidance for tutors

Delivery

The children's sector increasingly uses ICT for administration, management, recording and communicating. The ability to create well-designed, word-processed documents will therefore be an advantage to those planning to work in these sectors. Furthermore, competence in ICT will be a valuable asset to any learner intending to progress to further or higher study.

Initially, some structured delivery will be required in order to ensure that learners receive the basic skills and knowledge concerning information technologies. Some input on the use of software packages could be provided by specialist IT tutors but such input will need to be contextualised in terms of its application to children's settings. Learners will need to develop skills in using a range of software, this being potentially achieved through the use of short exercises, some of which may be specifically designed to practise ICT skills. It will be beneficial to learners if, wherever possible, these exercises can be linked to their work in other units.

It will be useful for learners to develop the skills needed for producing written assignments, such as inserting headers and footers, using automatic numbering of pages, and using spell-check. The first sessions should also include learning how to create and organise files and folders so that work can be stored and located easily. Learners could then progress to producing special documents such as letters and curriculum vitae.

In terms of prior learning, the ICT background of learners will vary. It may therefore be necessary for learners to develop the skills needed for the sending and receiving of emails, and for searching on the internet. This is a valuable way of obtaining information of relevance to many other units in the programme and it would therefore be useful for the tutor responsible for the delivery of this unit to be aware of topics that learners need to research for other units.

Learners should be aware of the legislation and guidelines surrounding confidentiality, data protection and child protection that are relevant to the use of the internet and email in children's settings.

Finally, learners need to be encouraged to reflect on their use of ICT. They should also be encouraged to link these reflections with their work placements so as to consider how their ICT skills may need to develop in the future.

Assessment

Evidence for this unit is likely to be a combination of that gained during work experience placements, and school/college-based work.

P1 can be assessed through the evidence presented for the assessment of another unit, for example, *Unit 8: Research Methodology for Children's Care, Learning and Development*. The document produced needs to be complex, and include the use of software for word processing and spreadsheets in its preparation.

P2, M1 and D1 can then be assessed through one assignment. Learners should be encouraged to gain evidence for these criteria whilst on their different work experience placements. Visits to children's settings could also be used as the basis for learners to gain evidence. Such evidence is likely to be in the form of a word-processed document, possibly supplemented with examples from software applications. For P2, learners need to identify software packages used in children's services, with one of these, such as for databases, being examined in more detail for M1, and its use explained. For D1, learners need to look at the strengths and weaknesses of the software packages and evaluate the use of ICT in a children's service.

A further assignment could then be used to assess P3, M2 and D2, concerning legislation and guidelines that impact on the use of ICT in children's settings. In order to achieve M2, learners need to consider a children's setting, possibly one of their work placements, and explain how the setting meets legislative requirements and guidelines in terms of ICT use. D2 then requires learners to consider the issue more broadly and evaluate the effect of legislation and guidelines on the use of ICT in children's settings. They should consider, for example, how the legislation and guidelines support the setting in terms of safety and confidentiality issues.

A final reflective assignment could be used for P4, P5, M3 and D3. This part of the assessment should preferably be carried out towards the end of the learners' programmes in order that they may reflect on their own development in ICT over the duration of the programme, for P4. For P5 they then need to identify aspects of their knowledge and skills in ICT that require future development, produce a personal development plan based on these needs for M3, and evaluate how the plan could help support ICT requirements in a children's setting, for D3.

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

This unit stands alone to provide an in-depth study of a subject suitable to allow learners to progress within the teaching profession. It also links with many other units in the programme, in particular *Unit 8: Research Methodology for Children's Care, Learning and Development*.

The unit should provide underpinning knowledge towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 309: Plan and implement curriculum frameworks for early education.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in information and communication technology and improving own learning and performance.

Health and safety issues can be introduced through the teaching of this unit by, for example, consideration of the safety of ICT use.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- ICT equipment
- software.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

It is difficult to recommend specific books for this unit, as the operating system and software that learners will use will vary, and any books that they do use should be specific to the software and version that they are using. The books listed below are indicative of the types of book that may be helpful, however. There are many useful websites that are software-specific. However, since these sites are changing all the time, and new sites constantly being developed, it is not appropriate to list them here.

Austin B – *Publisher 2003 in Easy Steps* (Computer Step, 2004) ISBN 1840782773

Bessant A – *Learning to Pass ECDL Version 4.0 Using Office 2003* (Heinemann, 2006) ISBN 0435463411

Bessant A – *Learning to use PowerPoint* (Heinemann, 2001) ISBN 0435454110

Heathcote F R et al – *Pass ECD L4 using Microsoft Office 2003* (Payne-Gallway, 2004) ISBN 1904467059

Heathcote P M – *Successful I.T. Projects in Excel* (Payne-Gallway, 2005) ISBN 0953249050

Lowe D – *Office XP for Dummies* (John Wiley and Sons Ltd, 2001) ISBN 0764508202

Matthews M et al – *Microsoft Office Word 2003* (McGraw-Hill Education - Europe, 2005) ISBN 0072258608

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use software for word processing and spreadsheets to prepare and present a complex document • use software for word processing and spreadsheets to prepare and present a complex document • use software for word processing and spreadsheets to prepare and present a complex document. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use software for word processing and spreadsheets to prepare and present a complex document • use software for word processing and spreadsheets to prepare and present a complex document • use software for word processing and spreadsheets to prepare and present a complex document. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 27: Meeting Additional Requirements for Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

In line with equal opportunities and anti-discriminatory practice, the current inclusive practice in the education and care of children means that practitioners will, at some time, encounter children who have additional needs. It is therefore important for such practitioners to have some knowledge of potential additional needs in order for them to be effective in their work. They will need to be able to contribute to the inclusion of children with disabilities and special educational needs, supporting participation in a full range of activities and experiences.

This unit will look at the different types of additional needs and their causative factors. Learners will develop understanding of how to contribute to inclusion, how to remove potential barriers to inclusion, and relevant legislation, regulations and codes of practice.

This unit will be useful to learners who are aiming to work in a setting or service whose main purpose is to support the care, learning and development of children.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand factors that may lead to children having additional requirements
- 2 Understand the impact of legislation, regulations and codes of practice on provision for children with additional requirements
- 3 Understand inclusive practice and how to support children with additional requirements.

Unit content

1 Understand factors that may lead to children having additional requirements

Additional needs: physical; mental; learning; behavioural

Genetic: eg Downs syndrome, cystic fibrosis, sickle cell disorders

Developmental: eg Autistic spectrum disorder, dyslexia, dyspraxia

Environmental: eg linked to infectious diseases

Accidents: eg paraplegia, quadriplegia, head injury

Other: eg sensory impairment, Attention Deficit Disorder, Attention Deficit/Hyperactivity Disorder, mental illness

Impact: short and long term impact on child, eg discrimination, reduced opportunities; impact on family, eg social, need for information and support, financial, effects on siblings; identifying and meeting needs

2 Understand the impact of legislation, regulations and codes of practice on provision for children with additional requirements

Legislation and regulations: relevant sections from: eg Mental Health Act 1983, Mental Health (Northern Ireland) Order 1986, The Children Act 1989, Disability Discrimination Act 1995, Education Act 1996, Human Rights Act 1998, Data Protection Act 1998, Carers and Disabled Children Act 2000, White Paper - Valuing People: A New Strategy for Learning Disabilities for the 21st Century, 2001, Special Educational Needs and Disability Act 2001, The Children Act 2004, Mental Capacity Act 2005, Disability Discrimination Act 2005, Childcare Act 2006

Conventions: relevant sections from: eg European Convention on Human Rights and Fundamental Freedoms 1950, The Convention on the Rights of the Child 1989

Guidance: Codes of practice – eg SEN Code of Practice, charters and policies, role of Children's Workforce Development Council/Care Council for Wales/Northern Ireland Social Care Council

3 Understand inclusive practice and how to support children with additional requirements

Disability and dependency as a social constructs; impairment, disability, handicap

Models: medical; social; normalisation; holistic approach; impact on services provided

Positive working practices: eg integrated/inclusive practice, promoting children's rights, equal opportunities, anti-discriminatory practice, challenging attitudes towards discrimination, stereotyping and labelling, needs-led assessment, child-centred planning, empowering, enabling, positive reinforcement, building self-esteem, confidence and positive self-image, augmentative and alternative communication methods (eg use of human and technological aids - eg Makaton, British Sign Language, Braille, Moon), assisting in development of coping strategies, advocacy, cultural and religious norms, beliefs and expectations

Policies within children's settings that promote inclusion: eg special needs, equal opportunities, anti-discrimination; the concept of inclusion, Ofsted requirements, differentiation of the curriculum and activities, eg portage, use of individual education plans; access and safety within the physical environment, eg wheelchair access, appropriate personal care areas; multidisciplinary and partnership working

Multidisciplinary working: integrated services; roles, eg key workers, SENCO, educational psychologist, physiotherapist, speech therapist, social worker, community nurse, community paediatrician, teacher/classroom assistant/early years professional, respite centres/carers

Partnership working: statutory and voluntary support; building relationships between parents and professionals, child-centred approaches, supporting parents/carers/families

Effective communication: why effective communication is needed between parents and professionals, common modes of communication, eg letter, meetings, reviews, telephone; impact on parents and professionals when communication is ineffective, eg parental stress, breakdown of care for the child, potential negative relationships forming

Assessment and review: assessment process, assessing and managing short and long term needs, individual education plans, statement of educational needs, involvement of child and parents in assessments and reviews

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe six factors that may lead to children having additional needs		
P2 describe the role of legislation, regulations and codes of practice in the provision of services for children with additional needs	M1 explain how legislation, regulations and codes of practice help to promote the provision of services for children with additional needs	
P3 describe models of disability and how these may impact upon children and their families	M2 compare two models of disability in terms of how these may impact upon children and their families	D1 evaluate two models of disability in terms of explaining the concept of disability
P4 use examples to describe positive working practices that support children with additional needs	M3 explain the role of positive working practices in supporting inclusion in a children's setting	
P5 describe two policies in a children's setting that promote inclusive practice	M4 explain how the policies help to promote inclusion in the setting	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P6 describe one example of multidisciplinary working in supporting children with additional needs and their families</p> <p>P7 describe the role of partnerships with parents in supporting children with additional needs and their families.</p>	<p>M5 explain how the example of multidisciplinary working supports children with additional needs and their families.</p>	<p>D2 evaluate a range of strategies for supporting children with additional needs and promoting inclusion.</p>

Essential guidance for tutors

Delivery

This unit should be delivered in as practical a way as possible, and learners should have experience of working with children with additional needs, possibly through work experience, voluntary work, or family members. Relevant work experience placements, preferably concurrent with delivery of the unit, is strongly recommended to provide the learners with essential experience and allow them to apply theory to practice.

Within the classroom environment, learners will require tutor input, time for research and opportunities for discussion and the sharing of experiences. They will also benefit from the use of relevant guest speakers.

Practical activities such as working with case studies and role play would support theoretical input and self-directed study.

Initially the unit could be introduced through class or small group discussion, with learners sharing their own experiences and discussing issues related to these experiences. Learners could then carry out individual research into potential causes of additional needs, followed by small group presentations and sharing of information. Visits to appropriate settings could be arranged, or an outside speaker invited in.

Following this preparatory work, models of disability need to be introduced and explored, with class discussion to share thoughts and ideas. The meanings of the terms impairment, disability, and handicap should also be discussed, and potential effects of different disabilities considered. Learners should be encouraged to draw upon their work experiences and other experiences when considering these issues, reflecting, for example, on workplace observations, and linking theory to practice. The rights of children need to be revisited and reinforced.

Learners also need to draw on their work placement experiences when they consider positive working practices and how they support children with additional needs. Examples should be discussed in class, with emphasis on learners reflecting on their observations whilst on work experience, and also on their own thoughts and feelings.

Understanding of legislation could be delivered through internet research and also through placement experiences, but this links to several other units in the programme, including *Unit 6: Promoting Children's Rights*. Detailed knowledge is not required, learners only need to understand the basic principles of relevant legislation and how it promotes inclusion. This should already have been gained when providing evidence for Unit 6, but needs to be focused in this unit specifically on additional needs.

It is recommended that this unit is delivered in the second year of the programme to enable learners to gain more experience and knowledge before considering children with additional needs.

Assessment

Evidence for this unit should be mainly in the form of pieces of writing/essays, though records from presentations or class discussions could be used to supplement these. This can include audio and video tapes. Extracts from work experience diaries could also provide useful evidence, as could descriptions of visits.

Case studies may be used to generate some of the evidence for this unit, for example for P4 and M3, but learners should use their work experience placements to supplement this evidence – for instance by providing examples of how those working in children's settings promote positive practice.

An initial assignment could be used to cover P1, with learners including evidence of their contributions to presentations along with further written evidence. If internet research is used to provide evidence, learners need to understand that printouts from the internet are not acceptable forms of evidence.

A second assignment could be used for P2 and M1, with learners extending evidence provided for *Unit 6: Promoting Children's Rights* to focus specifically on additional needs.

A third assignment could then cover P3, M2 and D1, in which learners consider models of disability. For P2 a description of the models is required, along with the impact that these might have on individuals. For M1, this description needs to be extended, for two models, to an explanation, with reasons being given. For D1 the two models of disability need to be evaluated in terms of explaining the concept of disability, in other words strengths and weaknesses need to be considered.

A fourth assignment could cover the remaining criteria, with learners drawing on their placement experiences. Case studies could also be used to supplement evidence.

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

This unit links with many other units in the programme, but most strongly with *Unit 1: Positive Relationships for Children's Care, Learning and Development*, *Unit 4: Reflecting on and developing practice for children aged 0-8*, and *Unit 6: Promoting Children's Rights*.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice

CCLD 321: Support children with disabilities or special educational needs and their families.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of different models of disability.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- guest speakers
- work experience placements
- visits to appropriate settings
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Dockrell J and Messer D – *Children's Language and Communication Difficulties: Understanding, Identification and Intervention* (Cassell, 1999)

Frith U – *Autism: Explaining the Enigma* (Blackwell, 2003) ISBN 0631229000

Gilbert P – *A-Z of Inherited Conditions* (Nelson Thornes, 2000)

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Keene A – *Child Health: Care of the Child in Health and Illness* (Stanley Thornes, 1999) ISBN 0748736514

Kershner R and Chaplain R – *Understanding Special Educational Needs* (David Fulton, 2001) ISBN 1853467189

Martin D and Miller C – *Speech and Language Difficulties in the Classroom* (David Fulton Publishers, 2003) ISBN 1853468452

Miles T R and Miles E – *Dyslexia: a Hundred Years On* (Whurr, 1999) ISBN 0335200346

Mortimer H – *Special Needs and Early Years Provision* (Continuum, 2001) ISBN 0826454550

Quinn B and Malone A – *Pervasive Developmental Disorder* (Jessica Kingsley, 2000) ISBN 1853028762

Reid G – *Dyslexia and Literacy: Theory and Practice* (John Wiley, 2002) ISBN 0471486345

Riddell-Leech S – *Managing Children's Behaviour* (Heinemann, 2003)

Roffey S – *Special Needs in the Early Years* (David Fulton, 2001)

Snowling M – *Dyslexia: A Cognitive Developmental Perspective* (Blackwell, 2000)

Tassoni P – *Supporting Special Needs: Understanding Inclusion in the Early Years* (Heinemann, 2003) ISBN 0435401629

Journals

British Journal of Learning Support

British Journal of Special Education

Child Education

Children Now

Early Childhood Educational Journal

Including Special Children

Nursery World

The British Journal of Special Education

Other publications

Department of Education and Skills – *Every Child Matters* (DfES, 2003)

Department for Education and Skills – *Special Educational Needs Code of Practice* (DfES, 2001)

Department for Education and Skills – *The Dyslexia-Friendly Classroom*

Disability Rights Commission – *Draft Code of Practice: Schools* (Disability Rights Commission, 2001)

Websites

www.adders.org	Support site for Attention Deficit/Hyperactivity disorders
www.becta.org.uk	BECTA
www.bbc.co.uk	BBC
www.cafamily.org.uk	Contact a family – for families with disabled children
www.cyberspacehealthclinic.co.uk	Health and natural medicine guide
www.dfes.gov.uk	Department for Education and Skills
www.dyslexia-parent.com/statement	Dyslexia parents resource
www.education.guardian.co.uk	Guardian education page
www.everychildmatters.gov.uk	Government Every Child Matters page
www.happychild.org.uk/syndromes	Project happy child
www.he-special.org.uk	Home Education
www.kids-online.org.uk	Disabled children's charity

www.nasen.org.uk Education resource

www.portage.org.uk Education resource

www.surestart.gov.uk Surestart

Useful addresses

Children's Rights Office, 235 Shaftesbury Avenue, London, WC2H 8EL

Contact a Family, 170 Tottenham Court Road, London, W1P 0HA

Council for Disabled Children, 8 Wakely Street, London, EC1V 7QE

Cystic Fibrosis Trust, 11 London Road, Bromley, Kent, BR1 1BY

Diabetes UK, 10 Parkway, London, NW1 17AA

Disabled Living Foundation, 380-384 Harrow Road, London, W9 2HU

Down's Syndrome Association, 155 Mitcham Road, London, SW17 9PG

Epilepsy Action, New Anstey House, Gateway Drive, Yeadon, Leeds, LS19 7XY

HAPA Play for Disabled Children, Fulham Place, Bishops's Avenue, London, SW6 6EA

Hyperactive Children's Support Group, 71 Whyke Lane, Chichester, West Sussex, PO19 7PD

In Touch, 10 Norman Road, Sale, Cheshire, N33 3DF (links families with children who have rare specific disorders and syndromes)

Integration Alliance, Unit 2, South Lambeth Road, London, SW8 1RL

MENCAP, 123 Golden Lane, London, EC1Y 0RT

National Association for Special Educational Needs (NASEN), House 4-5, Amber Business Village, Amber Close, Amington, Tamworth, B77 4RP

National Association of Toy and Leisure Libraries, 68 Churchway, London, NW1 1LT

National Asthma Campaign, Providence House, Providence Place, London, NW1 0NT

National Autistic Association, 393 City Road, London, EC1V 1NG

National Childrens' Bureau, 8 Wakely Street, London, EC1V 7QE

National Playbus Association, Unit G, Amos Castel Estate, Junction Road, Brislington, Bristol, BS4 5AG

One in Eight, Disability in Action, 78 Mildmay Grove, N1 4PJ (pressure group that challenges media stereotyping)

Scope, 6 Market Road, London, N7 9PW

Sickle Cell Society, 54 Station Road, Harlesden, London, NW10 4UA

The Equality Learning Centre, 356 Holloway Road, London, N7 6PA

Textbooks

Drifte C – *Special Needs in Early Years Settings: A guide for practitioners* (David Fulton, 2001) ISBN 1853468568

Fox M – *Including Children 3-11 with Physical Disabilities* (David Fulton, 2003) ISBN 1853469378

Glenn A, Cousins, J and Helps A – *Removing Barriers to learning in the Early Years* (David Fulton, 2005)

Keenan T – *An Introduction to Child Development* (Sage, 2002) ISBN 0761962204

Mortimer H – *Special needs and Early Years Provision* (Continuum, 2001) ISBN 0826454550

Pre-school Learning Alliance – *Special Educational Needs Code of Practice for Early Education Settings* (PSLA, 2004)

Pre-school Learning Alliance – *The Role of the Special Educational Needs Co-ordinator (SENCO) in Pre-School Settings* (PSLA, 2002)

Roffey S – *Special Needs in the Early Years: Collaboration, Communication and Coordination* (David Fulton, 1999) ISBN 1853466042

Tassoni P – *Supporting Special Needs: Understanding Inclusion in the Early Years* (Heinemann, 2003) ISBN 0435401629

Wall, K – *Special Needs and Early Years: A practitioner's guide* (Sage, 2003)

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe six factors that may lead to children having additional needs describe models of disability and how these may impact upon children and their families describe six factors that may lead to children having additional needs describe six factors that may lead to children having additional needs describe six factors that may lead to children having additional needs. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • use examples to describe positive working practices that support children with additional needs • use examples to describe positive working practices that support children with additional needs • use examples to describe positive working practices that support children with additional needs. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 28: Using Specialist Communication Skills in Children's Settings

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit aims to develop specialist communication skills to enable learners to meet a variety of communication needs of children.

On completion of the unit, learners should be able to use appropriate communication skills, such as Makaton, Braille, Moon, deaf-blind signing and/or relevant, basic vocabulary in a second language. This will enable the learner to communicate effectively, using appropriate social conventions, with children in a variety of settings. Learners will also develop an appreciation of the value of using the appropriate form of communication in order to promote anti-discriminatory and inclusive practice in children's settings.

The inclusion of learning a second language within the scope of the unit allows centres to offer the most appropriate linguistic skill needs of their locality.

Learners will develop understanding of the effect of barriers to communication on individual self-esteem. They will also gain understanding of the concept that anti-discriminatory and inclusive practice is promoted by continual development of effective communication. Children learn to respect and value other languages and alternative forms of communication.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand appropriate social conventions
- 2 Understand the importance of communication in ensuring the safety and comfort of children
- 3 Be able to establish children's immediate needs to promote anti-discriminatory practice
- 4 Be able to communicate effectively with children on everyday matters using a method commensurate with their needs.

Unit content

1 Understand appropriate social conventions

Vocabulary/signs: selecting and using simple, accurate vocabulary and/or signs to greet and respond to both children and their parents or carers in a manner commensurate with their needs and abilities, rapport

Resource/materials: producing accurate and appropriate learning materials and resources to encourage the development of communication skills used in social conventions, appreciation of a second language

Removal of barriers: anti-discriminatory practice, inclusion, self-esteem

2 Understand the importance of communication in ensuring the safety and comfort of children

Commands: simple commands to meet individual needs

Instruct and question: in the context of an appropriate environment

Respond: to the communicated needs of children and their parents or carers

3 Be able to establish children's immediate needs to promote anti-discriminatory practice

Understanding: the needs of children

Needs: ensure that the needs of children are met

Language/sign: appropriate, accurate language/sign

4 Be able to communicate effectively with children on everyday matters using a method commensurate with their needs

Conversation/communication: simple, accurate and appropriate teaching materials to support basic conversation and communication within the context of an early years care or education setting, eg books, games or other materials to support learning

Teaching materials: in the context of an appropriate environment, method of communication utilised

Words/phrases: range of simple words and phrases, a variety of forms of communication, appropriate use of phrases for an early years care or education setting

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe how using appropriate communication methods promotes anti-discriminatory and inclusive practice in an early years setting		
P2 produce appropriate learning materials that support specialist communication and which are appropriate to social conventions	M1 analyse the effectiveness of the learning materials to support the development of communication skills appropriate to social conventions	D1 evaluate own skills in producing appropriate learning materials, teaching aids or other resources to support specialist communication needs and suggest ways in which these could be improved
P3 use and understand simple commands, instruction and questioning in the context of an appropriate environment, ensuring the safety and comfort of children		

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P4 use accurate and appropriate communication skills to establish children's needs</p> <p>P5 convey, receive and respond to simple messages in order to communicate with children using accurate and appropriate communication methods on everyday matters.</p>	<p>M2 explain the need for accurate and appropriate communication skills to establish children's needs</p> <p>M3 explain the importance of communicating with children by means of simple messages on everyday matters.</p>	<p>D2 analyse the contribution of using accurate and appropriate communication methods to convey, receive and respond to simple messages in a children's setting.</p>

Essential guidance for tutors

Delivery

This unit will require a range of delivery methods, using appropriate specialists with the relevant skills in each form of communication. This may mean utilising part-time lecturers to deliver the very specialised elements of the unit, since tutors should be competent to teach their specialist subject.

A practical approach is required when delivering a large proportion of the unit, allowing learners the opportunity to develop the skills required through experimenting with various means of communication.

Assessment

Assessment strategies should include individual and group assignments, including production of teaching materials, practical demonstrations of skills and role-play. There is scope within the unit for learners to produce their teaching materials using a variety of communication methods, such as books with Braille and/or Moon overlays. The use of observation reports from tutor visits, supervisor reports and witness testimonies is to be encouraged, as supporting evidence to meet the learning outcomes as well as product evidence from the early years setting.

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

The knowledge and skills gained during progression through this unit link to and underpin many other units in the programme, including *Unit 1: Positive Relationships for Children's Care, Learning and Development*, *Unit 2: Positive Environments for Children's Care, Learning and Development*, *Unit 3: Promoting Children's Development*, *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*, *Unit 6: Promoting Children's Rights*, *Unit 7: Children's Learning Activities and Play* and *Unit 27: Meeting Additional Requirements for Children's Care, Learning and Development*.

The unit should provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

- CCLD 301: Develop and promote positive relationships
- CCLD 303: Promote children's development
- CCLD 304: Reflect on and develop practice
- CCLD 305: Protect children's rights
- CCLD 308: Promote children's wellbeing and resilience.

The unit should also enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Playwork:

PW8: Develop and promote positive relationships

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the meaning of different body language/gestures in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- people/day-to-day interactions, eg school/college or local counsellors, special need tutors, project workers, speech therapists, psychologists, social workers
- library resources with key texts and other reference materials
- Makaton equipment
- Braille, Moon and deafblind manual alphabet
- second language resources.

Makaton equipment – learners will need individual copies of the Makaton 'Beginners Workshop for Primary Carers Number 2 Manual'.

These can be obtained from:

MVDP
31 Firwood Drive
Camberley
Surrey GU15 3QD

Telephone: 01276 61390

Makaton can be delivered only by a registered Makaton tutor in order for the manuals to be bought and certification to be obtained.

Braille, Moon and deafblind manual alphabet – enough Perkins Braille Machines to allow learners individual access and suitable Braille paper, Moon hand frames and plastic film sufficient for each student. Alphabet cards for Braille, Moon and deafblind manual alphabet.

The above materials are available from:

RNIB Customer Services
PO Box 173
Peterborough
PE2 6WS
Telephone: 0845 702 3153
Email: cservices@rnib.org.uk

Or:

RNIB Northern Ireland
40 Linenhall Street
Belfast
BT2 8BA

Telephone: 02890329373

Or:

RNID
19-23 Featherstone Street
London EC1Y 8SL

Telephone: 02072968000

Textphone: 02072968001

Second language resources

Dictionaries

LEA education resources may be available locally in the chosen second language

www.all-languages.org.uk

www.cilt.org.uk

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Makaton Core Vocabulary Signs Pocket Book 1, Stages 1-4

Makaton Make and Do – Learning Through Play Book 1

Makaton Sign and Sing (nursery rhymes)

Websites

www.makaton.org Makaton Vocabulary Development Project

www.rnib.org Royal National Institute of the Blind

www.rnid.org.uk Royal National Institute for Deaf People

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe how using appropriate communication methods promotes anti-discriminatory and inclusive practice in an early years setting describe how using appropriate communication methods promotes anti-discriminatory and inclusive practice in an early years setting. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> produce appropriate learning materials that support specialist communication and which are appropriate to social conventions produce appropriate learning materials that support specialist communication and which are appropriate to social conventions produce appropriate learning materials that support specialist communication and which are appropriate to social conventions. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 29: Specific Learning Difficulties: Dyslexia and Dyspraxia

Learning hours: 60

NQF level 4: BTEC Higher National – H1

Description of unit

Learners will explore the causes and characteristics of the specific learning difficulties and the subsequent impact on children's development and learning, focusing on dyslexia and dyspraxia. Learners will analyse a range of support strategies to assist children in the early years setting demonstrating the knowledge and understanding required of the advanced practitioner.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Evaluate and examine the theories of specific learning difficulties, focusing on dyslexia and dyspraxia
- 2 Analyse a range of characteristics evident in children with dyslexia and dyspraxia and discuss the impact on development and learning
- 3 Evaluate a range of assessment techniques for dyslexia and dyspraxia
- 4 Evaluate a range of strategies to support inclusive learning in the early years setting.

Content

1 Evaluate and examine the theories of specific learning difficulties, focusing on dyslexia and dyspraxia

Causes: environmental, genetic

Theories and approaches: theoretical perspectives on the development of speech, hearing and vision; intelligence; strategies for learning; individual education plans, multi-sensory approaches, visual cues and reminders, behaviour management, self-esteem activities, differentiation, use of coloured overlays and paper, celebration of achievements, monitoring and reviewing progress

Inclusive education: segregation, inclusivity, barriers to inclusivity

2 Analyse a range of characteristics evident in children with dyslexia and dyspraxia and discuss the impact on development and learning

Characteristics: eg organisational skills, dexterity, fatigue, task-avoidance, associated hearing impairment, frustration, low self-esteem, unwanted behaviours, effects on spoken language, Meres-Irlan Syndrome, associations with Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder

Learning difficulties: writing skills, spelling, reading, impact on reading and spelling ages, copying, processing of information, short-term memory and storage of information, dyscalculia

3 Evaluate a range of assessment techniques for dyslexia and dyspraxia

Screening and assessment techniques: dyslexia and dyspraxia screening tests, assessment by the educational psychologist and/or SENCO, difficulties and barriers to diagnosis and assessment

4 Evaluate a range of strategies to support inclusive learning in the early years setting

Strategies: multi-sensory approaches to learning, use of coloured overlays and coloured paper, development of visual memory, use of visual cues and reminders, differentiation and facilitation of achievements, activities to boost self-esteem, approaches to develop organisational skills, use of 'brain gym' to develop concentration and dexterity, supporting fatigue, use of individual education plans and the Code of Practice for Special Educational Needs (2001)

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass
	To achieve each outcome a learner must demonstrate the ability to:
1 Evaluate and examine the theories of specific learning difficulties, focusing on dyslexia and dyspraxia	<ul style="list-style-type: none"> • Discuss specific learning difficulties and the importance of early identification. • Analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies. • Evaluate the concept of inclusive education.
2 Analyse a range of characteristics evident in children with dyslexia and dyspraxia and discuss the impact on development and learning	<ul style="list-style-type: none"> • Discuss the range of characteristics and learning difficulties that may be evident in children with dyslexia and dyspraxia. • Analyse the effect of the learning difficulties on development and learning. • Analyse the effect of the characteristics on behaviour, self-esteem and confidence.
3 Evaluate a range of assessment techniques for dyslexia and dyspraxia	<ul style="list-style-type: none"> • Evaluate a range of dyslexia and dyspraxia screening and assessment techniques used for the early years. • Discuss barriers to both effective assessment and implementation of additional support.
4 Evaluate a range of strategies to support inclusive learning in the early years setting	<ul style="list-style-type: none"> • Evaluate a range of inclusive strategies used to support children with dyslexia and dyspraxia. • Evaluate the process of gaining a statement of special educational needs (Code of Practice for Special Educational Needs 2001).

Merit and distinction criteria are to be found at *Annexe I*.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group. Personal reflection and group discussion are recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge. Learners would benefit from observing children with dyslexia and/or dyspraxia in the work-placement area or a video to assist the generation of evidence that demonstrates application of theory to practice and the ability to translate assessment recommendations into appropriate support strategies and activities.

Assessment

Evidence for this unit is likely to be a combination of written assignments and a case study undertaken within a working/studying environment. The emphasis should be on an understanding of the needs of an individual and an awareness of research within this field.

Essential resources

Diagnostic assessments and technological aids and equipment should be made available for practical purposes.

Indicative reading for learners

Textbooks

Cooke A – *Tackling Dyslexia the Bangor Way* (Whurr, 1993) ISBN 1870332148

Hornsby B – *Overcoming Dyslexia: A Straightforward Guide for Families and Teachers* (Vermilion, 1996) ISBN 0091813204

Hornsby B and Shear F – *Alpha to Omega: A to Z of Teaching Reading, Writing and Spelling* (Heinemann, 1999) ISBN 0435104233

Miles E – *The Bangor Dyslexia Teaching System* (Whurr, 1997) ISBN 1861560559

Miles T R – *Dyslexia: The Pattern of Difficulties* (Whurr, 1993) ISBN 1870332393

Miles T R and Miles E – *Dyslexia: a Hundred Years On* (Open University Press, 1999) ISBN 0335200346

Neanon C – *How to Identify and Support Children with Dyslexia* (LDA, 2002) ISBN 1855033569

Ott P and Stewart J – *How to Detect and Manage Dyslexia* (Heinemann, 1997)
ISBN 0435104195

Reid G – *Dyslexia and Literacy: Theory and Practice* (John Wiley & Sons, 2002) ISBN
0471486345

Reid G – *Dyslexia: A Handbook for Study and Practice* (John Wiley & Sons, 1997)
ISBN 0471973912

Snowling M – *Dyslexia* (Blackwell Publishers, 2000) ISBN 0631205748

Temple R – *Dyslexia: Practical and Easy-to-follow Advice (Your Child)* (Vega Books,
2002) ISBN 1843330466

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies discuss the range of characteristics and learning difficulties that may be evident in children with dyslexia and dyspraxia discuss the range of characteristics and learning difficulties that may be evident in children with dyslexia and dyspraxia. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> evaluate a range of dyslexia and dyspraxia screening and assessment techniques used for the early years evaluate a range of dyslexia and dyspraxia screening and assessment techniques used for the early years evaluate a range of dyslexia and dyspraxia screening and assessment techniques used for the early years. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 30: Complementary Therapies for Children

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The aim of this unit is to introduce learners to complementary therapies and their potential value in supporting the medical treatment and care of a range of conditions in children. Learners will have the opportunities to explore and experience different complementary therapies, and consider how they may be used to assist the treatment of a range of conditions in children.

The potential dangers associated with complementary therapies will also be examined, as will the promotion of their safe use. The unit also introduces training and qualification requirements of different complementary therapists, and the importance of these.

This unit will be useful for learners who either plan to progress into the children's workforce on completion of their programme, or those who aim to progress to further or higher study. It will broaden the experiences of learners as they progress through the programme.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand complementary therapies that can be used with children
- 2 Know how complementary therapies can assist treatment of common childhood conditions
- 3 Understand the dangers associated with complementary therapies and how to promote safe use
- 4 Understand training and qualification requirements of complementary therapists.

Unit content

1 Understand complementary therapies that can be used with children

Outline of the principles and practices: each therapy and their common uses including contraindications

Range of complementary therapies: eg acupuncture, aromatherapy, art therapy, Ayurveda, Bach flower remedies, biochemic tissue salts, biorhythms, chiropractic, colour therapy, cranio-sacral therapy, Feng Shui architecture, herbal medicine, homeopathy, hydrotherapy, kinesiology, nutritional therapy, massage, naturopathy, osteopathy, reflexology, Reiki healing, relaxation

Consent: presence of parents/carers; manager

2 Know how complementary therapies can assist treatment of common childhood conditions

Use of specific complementary therapies: to complement medical treatments; to treat minor conditions

Use of complementary therapies for potentially serious conditions: to complement medical treatments in the treatment of, eg eczema, asthma, bronchiolitis, diarrhoea and vomiting – especially in babies and small children, ear infections, allergies; under the guidance of a medical practitioner

Use of complementary therapies for common conditions: eg allergies, asthma, attention deficit disorders, bedwetting, bronchiolitis, bites and stings, burns and scalds, colds, catarrh, chickenpox, cradlecap, conjunctivitis, constipation, crying, cystitis, diarrhoea and vomiting, ear infections (including glue ear), eye infections, eczema, fever, food allergies, head lice, colic, laryngitis, measles, migraine, mumps, rashes, ringworm, sleeplessness, teething, travel sickness

3 Understand the dangers associated with complementary therapies and how to promote safe use

Dangers associated with complementary therapies: eg overdose, toxic responses, damage to skin (eg burns), sub-therapeutic/ineffective treatment, physical damage (eg to spine or joints); safe use of home remedies and associated risks

Situations when the child should be referred to a medical practitioner: eg acute asthma, bronchiolitis and eczema which is not responding to treatment

4 Understand training and qualification requirements of complementary therapists

Qualified therapists: where to gain information/registration details

Associated training and qualification requirements: registration requirements for therapists, legal implications, eg need for appropriate qualifications, litigation and malpractice, Medicines Act 1968

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe four complementary therapies that may be used with children	M1 explain the value of four complementary therapies that may be used with children	D1 evaluate the possible role of complementary therapies in the treatment of potentially serious conditions
P2 describe the use of complementary therapies in the support of medical treatments for three potentially serious conditions in children	M2 explain the value of complementary therapies in the support of medical treatments for three potentially serious conditions in children	D2 evaluate the use of complementary therapies with children, making recommendations to ensure safe practice.
P3 describe the use of complementary therapies in the support of medical treatments for three common conditions in children	M3 explain the benefits of complementary therapies in the support of medical treatments for three common conditions in children	
P4 explain four potential dangers associated with complementary therapies	M4 explain the importance of legislative, training and registration requirements for complementary therapists.	
P5 describe the legislative, training and registration requirements for three types of complementary therapists.		

Essential guidance for tutors

Delivery

The emphasis throughout this unit should be on the use of complementary therapies in the support of orthodox medical treatments and health care. An appropriately qualified and experienced practitioner is required for the delivery of the unit. It should ideally be delivered in as practical a way as possible, though it should be made clear to learners that the unit does not convey any form of qualified practitioner status in terms of complementary therapies.

Learners will benefit from attendance at placements that use some form of complementary therapies, and also from the use of guest speakers and visits to complementary therapy centres. This will allow learners to gain essential experience and encourage them to apply theory to practice.

The unit could be introduced in a practical manner by, for example, some form of breathing, relaxation or other self-help exercises, or head massage. Other suitable activities, if appropriately qualified practitioners are available, could include Pilates exercises, yoga or dowsing. Feng Shui architecture could also be introduced, as could nutritional therapy and art therapy. Learners could also experiment, for example, by tasting a range of herbal teas and researching their potential uses.

Following a practical and varied introduction to the unit, learners would benefit from a visit to a complementary therapy centre, in particular one that provides therapies for children - if available locally. Guest speakers could be invited in to increase the range of exposure of learners to different therapies. For example, a talk and demonstration from a homeopathist, a relaxation session with a Reiki practitioner, an aromatherapy session, a Shiatsu session or insight into crystal healing would greatly advantage the learners. Local, specialist practitioners may provide further variation.

A group visit could also potentially be organised to a children's hospital or hospice, to learn about the range of uses of different complementary therapies alongside orthodox medical practices and treatments.

Learners could divide into small groups to fully investigate the range of complementary therapies available within their locality, this potentially being followed up by a class display or small group presentations.

The training and qualification requirements of different complementary therapists can be discussed during progression through the unit. Guest speakers, for example, will give an insight into the requirements in relation to their own specialism.

Learners could also benefit from activities such as the use of videos or case studies. Towards the end of the programme it could be interesting to repeat some of the activities that were used to introduce the unit. For example, if some learners are in the run up to examinations, or preparing portfolios for final assessment, relaxation techniques or massage could be re-introduced.

Assessment

Learners need to demonstrate an understanding of a range of complementary therapies and how they may be used to support conventional medicine. Evidence of meeting the grading criteria and learning outcomes can be provided through, for example, essays, case studies, displays, presentations, and small-scale investigations.

One holistic assignment could be used for the assessment of this unit.

P1 requires learners to describe four complementary therapies that may be used with children, for which learners may need to be guided towards those therapies that also give scope for M1, if appropriate.

M1 then requires learners to explain the value of these therapies. In other words, how and why they could be used, suggesting possible reasons for their use and what benefits they might have for the children.

P2 and P3 then extend this, with learners focusing on specific conditions and the use of complementary therapies in the support of orthodox medical treatments and health care.

P4 requires learners to explain four potential dangers associated with complementary therapies. Potential dangers associated with specific therapies could be used to illustrate this.

These criteria are then extended through the merit and distinction criteria, with learners needing to explain the value/benefits of the therapies and then evaluate their potential roles, considering their limitations and any health and safety implications of their use.

P5 and M4 then consider the legislative, training and registration requirements for three types of complementary therapists.

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

This unit links with many other units in the programme.

The unit should provide underpinning knowledge towards the following unit of the level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the role of different therapies in society.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- guest speakers
- work experience placements
- visits to appropriate organisations
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Charlish A – *Your Natural Baby* (Connections, 1996)

Cochrane A – *Treat Your Child the Natural Way* (Thorsons, 2001) ISBN 0007110731

Credit L – *Your Guide to Alternative Medicine* (Squareone, 2003) ISBN 0757001254

Duncan P – *A Parent's Guide to Complementary Healthcare for Children* (Newleaf, 1997)

Price S and Price Parr P – *Aromatherapy for Babies and Children* (Thorsen, 1996) ISBN 1874353034

Rowlands B – *The Which? Guide to Complementary Medicine* (Penguin, London 1997)

Websites

www.clynfyw.co.uk

Clynfyw Countryside Centre – organises themed weekend residentials for learners, including complementary therapies

Useful addresses

Association of Systematic Kinesiology
39 Browns Road, Surbiton, Surrey KT5 8ST

British Complementary Medical Association (BCMA)
9 Soar Lane, Leicester LE3 5DE

British Homoeopathic Association
27a Devonshire Street, London W1N 1RJ

British Massage Therapy Council (BMTTC)
Greenback House, 65a Adelphi House, Preston, Lancashire PR1 7BH

British Naturopathic Association
Frazer House, 6 Netherall Gardens, London NW3 5RR

British Nutrition Foundation
High Holborn House, 52-54 High Holborn, London WC1V 6RQ
Website: www.nutrition.org.uk

The College of Cranio-Sacral Therapy
9 St George's Mews, Primrose Hill, London NW1 8XE

Council for Complementary and Alternative Medicine
Park House, 206-208 Latimer Road, London W10 6RE

The Cranio-Sacral Therapy Association
The Secretary, Stillpoint, Whiteway, Stroud, Gloucestershire GL6 7EP

General Council and Register of Consultant Herbalists
32 King Edward Road, Swansea SA1 4LL
Email: facultyhm@wystan.demon.co.uk

General Council and Register of Osteopaths
56 London Street, Reading RG1 4SQ

Institute for Complementary Medicine/
British Register of Complementary Practitioners
Tavern Quay, Plough Way, Surrey Quays, London SE16 1QZ

International Association for Colour Therapy
The Chairwoman, 137 Hendon Lane, London N3 3PR

The International Federation of Aromatherapists
182 Chiswick High Street, London W4 1PP
Website: www.int-fed-aromatherapy.co.uk

London College of Massage
Newman Passage, London W1P 3PN

National Institute of Medical Herbalists
56 Longbrook Street, Exeter EX4 6AH

The Research Council for Complementary Medicine
60 Great Ormond Street, London WC1N 3JF

The School of Chinese Herbal Medicine
Midsummer Cottage Clinic, Netherwestcoate
Chipping Norton, Oxon OX7 6SD

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe four complementary therapies that may be used with children describe four complementary therapies that may be used with children. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe four complementary therapies that may be used with children describe four complementary therapies that may be used with children describe four complementary therapies that may be used with children. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 31: Introduction to Playwork

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

The principles that underpin playwork practice differ from those that underpin practice in children's care, learning and development and the realisation of this difference is key to an initial understanding of playwork. Playwork occurs within specific organisations whose sole aim is children's play, however, it also occurs in settings that serve other functions. Therefore, central to understanding playwork is the context within which playworkers operate in terms of legislation and organisational policies and guidelines that effect practice.

Playwork theory provides the basis of practice and learners will gain an overview of the key elements of play theory. Learners will develop an understanding theory based on how it applies to a work context.

This unit will provide an overview of the role of the practitioner. It will provide a foundation for understanding the sector, exploring key aspects such as the legislative framework, the playwork principles and will contextualise playwork within a theoretical and practical framework.

There are links with *Unit 32: The Playwork Environment* and *Unit 33: Self-directed Play*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the principles and context of playwork
- 2 Know the legislative and organisational framework in which playwork operates
- 3 Understand the theoretical basis of playwork
- 4 Understand what makes an effective playwork practitioner.

Unit content

1 Understand the principles and context of playwork

Principles: Playwork Principles Assumptions and Values SkillsActive 2005, play process, adults' intervention styles, ownership of the play space, recognising tensions between adult-led agendas and the principles of playwork

Context: broad industry framework including sports, recreation, exercise and fitness, playwork links with children's care provision, role of SkillsActive, links with sector skills councils for children's care, learning and development, range of different providers: statutory, voluntary, private, local authorities; role of inspection services; context, eg holiday play schemes, play centres, adventure playgrounds, mobile play units, hospital play, out-of-school clubs, playwork is anywhere where play happens, and is the primary focus

2 Know the legislative and organisational framework in which playwork operates

Legislation: relevant legislation and guidelines in relation to human rights, discrimination and equality, race relations, sexuality, disability, gender, eg UN Convention on The Rights of The Child, national legislation on the rights of children and young people, The Children Act 1989, 2004, The Care Standards Act 2000, Health and Safety at Work Acts, Protection of Children Act 1999

Organisational frameworks: common policies and procedures for playwork settings including health and safety, behaviour, admissions, inclusion, child protection, and how these impact on children and young people; leadership styles, management structures, roles and responsibilities; links and relationship to local play policy, partnerships, initiatives and guidance; difference between separate, segregated, integrated and inclusive play provision; importance of consulting with children and young people

3 Understand the theoretical basis of playwork

Play theory: play cues, play frames, the play cycle, play returns, metaludes, psycholudics

Play types: communication, creative, deep, dramatic, exploratory, fantasy, imaginative, locomotor, mastery, object, role, rough and tumble, social, socio-dramatic, symbolic, affective

Mood descriptors: happy, independent, confident, altruistic, trusting, balanced, active, immersed, at ease

Behavioural modes: personally directed, intrinsically motivated, spontaneous, goalless

Play spaces: transient, permanent

4 Understand what makes an effective playwork practitioner

Roles of a playworker: facilitator, manager/leader/supervisor, experienced adult, respectful listener, source of ideas, friendly companion, role model, impartial referee, gatekeeper, reflective practitioner, in relationships, in communication, promoting inclusive practice, promoting positive approaches to supporting children's behaviour, supporting play, supporting children's development

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the playwork principles, assumptions and values	M1 analyse the playwork principles, assumptions and values in the context of a play setting	D1 evaluate the playwork principles, assumptions and values in the context of playwork theory and practice
P2 describe a range of settings where playwork takes place	M2 explain how playwork theory underpins the organisation of a playwork setting	D2 analyse tensions between play, playwork and the role of the practitioner, considering the diverse range of environments in which playwork can take place.
P3 identify relevant legislation relating to playwork	M3 explain how an effective playwork practitioner carries out their roles and responsibilities in a playwork context.	
P4 describe policies and procedures for a specific playwork setting		
P5 describe theories relating to playwork practice		
P6 describe a playworker's roles and responsibilities.		

Essential guidance for tutors

Delivery

The delivery of this unit is likely to include whole class teaching, directed internet and library research projects (especially in relation to aspects such as legislation), field research, visits from practitioners, use of case studies, group and class discussion and visits to play settings.

Learners will need to discuss, evaluate and compare playwork theories to practice and develop an understanding of how effective practitioners operate in their settings.

Key documents such as *The Playwork Principles Assumptions and Values*, *Best Play* and *The Playworkers Taxonomy of Play Types* need to be reviewed and evaluated in a practical context.

Case study could be used to encompass the range of different kinds of play settings. For example, small groups of learners could research different settings and give presentations to the rest of the class on settings such as hospital playwork, afterschool clubs and adventure playgrounds. This learning could be reinforced by visits or by inviting practitioners from these different settings in to talk to the learners.

When learners visit a play setting, it is likely that they will gather evidence such as policies, procedures and play plans and research management structures, funding streams and partnerships. Their observations may focus on children's play cues, frames and how adults make interventions.

The SkillsActive principles, assumptions and values underpin the learning in this unit. Learners should be aware of these throughout their learning of playwork.

Assessment

Assessment will provide learners with opportunities to investigate and present their learning in relation to the playwork sector. This will mean demonstrating an understanding of play, playwork and the effective playworker through explicating theory, principles and legislation.

Learners should demonstrate their knowledge and understanding of the range of different play settings and contexts.

Assignments could include the use of case studies, with learners being encouraged to compare theory, legislation, policies and procedures to a specific playwork context of their choice. Learning will be enhanced if learners have access to a playwork setting.

For P1, learners should be referred directly to the SkillsActive documentation. A survey of local playwork services could form the basis of P2. Learners should be encouraged to focus on a single service when attempting P3, P4, P5 and P6 and the specific focus will be required in attempting merit and distinction criteria. Learners may use a logbook or portfolio approach to assessment but should be guided to ensure that all evidence meets the assessment criteria.

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

There are links to *Unit 7: Children's Learning Activities and Play*, *Unit 32: The Playwork Environment* and *Unit 33: Self-directed Play*.

The unit should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 318: Plan for and support self-directed play.

The unit also links to the following units within the NVQ Level 3 in Playwork:

- PW6: Contribute to an organisational framework that reflects the needs and protects the rights of children and young people
- PW7: Develop and maintain a healthy, safe and secure environment for children
- PW8: Develop and promote positive relationships
- PW9: Plan for and support self-directed play.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the meaning of play in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- visits to play settings
- guest speakers
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Best Play – downloadable from publications on Children’s Play Council website - www.ncb.org.uk/cpc

Hughes B – *A Playworkers Taxonomy of Play Types*– available via publications@playeducation.com

Sturrock G and Else P – *The Play Cycle* (Common Threads, 2003) ISBN 1904792030

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001) ISBN 0674005813

Websites

www.arunet.co.uk/fairplay	Fair Play for Children – a national play organisation with lots of useful information, discussions and updates about children’s play today and their rights to it.
www.freeplaynetwork.org.uk	A network of individuals and organisations committed to promoting free play principles and practice and access to play opportunities.
www.kids.org.uk	A national organisation that supports and promotes the rights of disabled children - has some good publications.
www.kidscape.org.uk	A charitable organisation that develops training and resources for both children and adults around keeping safe from child abuse and bullying.
www.ncb.org.uk/cpc	The Children’s Play Council – a leading national play organisation working hard to promote play and influence government policy. The site has useful information and lists of publications.
www.playeducation.com	Organisation that offers training, conferences and resources in play and playwork. The site includes lists of available transcripts from PlayEd Human Development meetings over the years.
www.playlink.org.uk	Supports local play service providers across the country, promoting and disseminating the values and playwork practice learnt in the free play environment of adventure playgrounds. Has a list of great publications.
www.playwales.org.uk	An independent charity and national play organisation promoting and supporting the right to play of all children in Wales.
www.playwork.org.uk	The National Playwork Unit at Skillsactive supports playwork education and training and playworkers in a range of ways. It provides links to interesting websites.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the playwork principles, assumptions and values describe the playwork principles, assumptions and values. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe theories relating to playwork practice describe theories relating to playwork practice describe theories relating to playwork practice. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 32: The Playwork Environment

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The focus of this unit is that of maintaining a balance between play and risk in the playwork environment. The unit provides understanding of the rights of children and young people in a play setting according to legislation and guidance and how these are taken into account within the workplace.

Learners will develop understanding of the terms hazard and risk and the relationship with a child's stage of development. The role of the playworker in facilitating physical, emotional and personal safety according to the child's age, needs and abilities, whilst allowing for risk and challenge, will be explored.

Learners will consider the impact of legislation and organisational policies and procedures as they relate to a playwork environment. Legislation, organisational policies and procedures and risk will be considered in context when learners develop understanding of how to plan and prepare play spaces.

Learners will also develop understanding the role of the playworker in managing the contributory and sometimes conflicting interests of a play setting, as well as an understanding of the playworker's role in emergency situations.

There are links with *Unit 31: Introduction to Playwork* and *Unit 33: Self-directed Play*.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the rights of children and young people in a play setting
- 2 Be able to assess risk in the context of playwork
- 3 Know how to help children and young people to identify and manage risk
- 4 Understand the role of the playworker when presented with risks.

Unit content

1 Know the rights of children and young people in a play setting

Legislation and guidance: relevant legislation and guidance, eg UN convention on The Rights of The Child, national legislation on the rights of children and young people, Human Rights Acts, The Children Act 1989, 2004, The Care Standards Act 2000, Health and Safety at Work Acts, Protection of Children Act 1999, Acts in relation to discrimination and equality, for example, race relations, sexuality, disability and gender

Organisational policies and guidelines: common policies and procedures for playwork settings including, eg health and safety, behaviour, admissions, inclusion, child protection, and how these impact on children and young people; leadership styles, management structures, roles and responsibilities; links and relationship to local play policy, partnerships, initiatives and guidance; difference between separate, segregated, integrated and inclusive play provision; importance of consulting with children and young people

2 Be able to assess risk in the context of playwork

Hazard: something with the potential to cause harm

Risk: likelihood of the potential of the hazard being realised, eg possibility of injury and harm to people, possibility of infection, possibility of danger; concept of level of risk, risk assessment

Risk assessment: hazard identification, risks from each hazard assessed for children and young people, risks from each hazard assessed for playworkers, minimising risks, recommendations for improvement

Environment: context of play, materials available, risks associated with types of play

Development and children's safety needs: development of children at different rates but sequentially, areas of development – physical, social, emotional and intellectual; the effect of a child's stage of development on health, safety and security arrangements in the play environment

3 Know how to help children and young people to identify and manage risk

Identify risk: assessing risks in the context of children's play and the relevance to development – physical, emotional, intellectual, behavioural, environmental; risk in relation to age and stage of development, allowing children to explore and experience

Manage risk: maintaining an equilibrium between risk and the benefits between challenge and stimulation, raising children's awareness of hazards (relevant to 4 to 16 year olds), intervening only when the level of risk becomes unacceptable

4 Understand the role of the playworker when presented with risks

Legislation and guidelines: as relevant to a playwork setting: eg Health and Safety at Work Act 1974, Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Management of Health and Safety at Work Regulations 1999, Control of Substances Hazardous to Health Regulations (COSHH) 2002, Children Act 2004

Policies and procedures: organisational

Play: allowing children to explore and experience risk during play; encouraging children to assess risk for themselves according to their age, need and ability; theoretical bases of a child's need for risk; balancing risk and challenge with intervention; risks associated with entering and leaving a setting

Emergencies: workplace procedures in cases of illness, injury and emergencies; fire procedures; role and responsibilities of first aider; seeking medical advice; procedures in cases of fire, security, missing persons; when to call emergency services; recording and reporting

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline legislation and guidance relating to the rights of children and young people		
P2 describe how policies and procedures for a specific playwork setting help to promote children and young people's rights	M1 explain how policies and procedures for a specific play setting relate to legislation for the rights of children and young people	D1 analyse tensions between risk and challenge, justifying when intervention can and should take place
P3 describe own risk assessment in a play setting	M2 explain stages of own risk assessment in a play setting	D2 evaluate own risk assessment on a play setting, including feedback from children and young people and strategies for them to manage risks themselves.
P4 describe methods for helping children and young people manage risk	M3 explain how children can be supported to identify and manage risks in a play setting.	
P5 describe the role of the playworker in managing risk		
P6 describe the role of the playworker in emergency situations.		

Essential guidance for tutors

Delivery

This unit should be delivered using a range of different methods, including whole class teaching, field research, case studies, discussion and visits to different kinds of play environments.

Learners could research legislation in small groups, followed by presentations and/or discussion to facilitate breadth of learning. This needs to be related to the organisational framework of the play environment.

The concepts of hazard, risk, challenge and intervention need to be explored, including the need to balance risk with the concept of self-directed play.

Learners need to understand the variety of different kinds of play environments, and appropriate visits should be organised. This could also involve small group investigations followed by class presentations. The investigations could include, for example, risk assessment, the policies and procedures for the setting and how the play spaces are planned. Consideration should be given to the ages and stages of the children and young people.

Guest speakers could also be used as an aid to learning.

A period of work experience in a playwork setting would be very useful for this unit.

Assessment

Assignments will provide learners with opportunities to investigate and present their learning in relation to the play environment. This will mean demonstrating an understanding of the rights of children and young people, risk, play spaces and the importance of establishing positive relationships within the play environment.

Internet research could form the basis of evidence for P1, but learners need to understand that material downloaded from the internet is not acceptable evidence in its own right.

The remaining assessment criteria should all be based on evidence from learners experience of one or more playwork environments, though evidence could be supported by the use of case studies and/or evidence from guest speakers.

Evidence for P2 should be related to a specific playwork setting.

For P3, learners should consider the stages of development of the children and young people at the setting when carrying out their risk assessment.

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

There are links to *Unit 7: Children's Learning Activities and Play*, *Unit 31: Introduction to Playwork* and *Unit 33: Self-directed Play*.

The unit should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 318: Plan for and support self-directed play.

The unit also links to the following units within the NVQ Level 3 in Playwork:

PW6: Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

PW7: Develop and maintain a healthy, safe and secure environment for children

PW8: Develop and promote positive relationships

PW9: Plan for and support self-directed play.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the meaning of play in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- visits to play settings
- guest speakers
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Best Play – downloadable from publications on Children's Play Council website - www.ncb.org.uk/cpc

Brown F – *Playwork - Theory & Practice* (Open University Press, 2002)
ISBN 0335209440

First Claim - a framework for quality playwork assessment – available from Play Wales, Baltic House, Mount Stuart Square, Cardiff Bay, Cardiff CF10 5FH, Tel: 0292 048 6050.

First Claim – Desirable Processes – available from Play Wales as above.

Hughes B – *A Playworkers Taxonomy of Play Types*– available via publications@playededucation.com

Hughes B – *Play Environments - A Question of Quality* available via publications@playededucation.com

Potter D – *Risk & Safety in Play* (Spon Press, 1997) ISBN 0419223703

Websites

www.freeplaynetwork.org.uk	A network of individuals and organisations committed to promoting free play principles and practice and access to play opportunities.
www.ncb.org.uk/cpc	The Children’s Play Council – a leading national play organisation working hard to promote play and influence government policy. The site has useful information and lists all their publications.
www.playeducation.com	Organisation that offers training, conferences and resources in play and playwork. Site includes lists of available transcripts from PlayEd Human Development meetings over the years.
www.playlink.org.uk	Supports local play service providers across the country, promoting and disseminating the values and playwork practice learnt in the free play environment of adventure playgrounds. Includes a list of good publications.
www.playwales.org.uk	An independent charity and national play organisation promoting and supporting the right to play of all children in Wales.
www.playwork.org.uk	The National Playwork Unit at Skillsactive supports playwork education and training and playworkers in a range of ways. It provides links to interesting websites.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> outline legislation and guidance relating to the rights of children and young people outline legislation and guidance relating to the rights of children and young people outline legislation and guidance relating to the rights of children and young people outline legislation and guidance relating to the rights of children and young people. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe own risk assessment in a play setting describe own risk assessment in a play setting describe own risk assessment in a play setting. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 33: Self-directed Play

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit is about the need of children and young people to play, focusing on the concept of self-directed play and the ways in which children play according to their stage of development. Learners will draw on some of the theory underpinning the concept of self-directed play that they will have considered in *Unit 31: Introduction to Playwork*.

The unit requires learners to research the play needs of children and young people and to thereafter be able to devise strategies to support these needs. These positive strategies include the necessity of involving children in the development of their environment.

This unit will encompass child development, the short-term and long-term benefits of play, planning and preparing of play spaces, behavioural models, play types, consultation, observation, planning, practice and will focus on using professional playwork language.

In championing self-directed play the unit will support learners in understanding how to enable children to manage risks for themselves.

There are links with *Unit 31: Introduction to Playwork* and *Unit 32: The Playwork Environment*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand children and young people's play needs and preferences
- 2 Understand how to support self-directed play
- 3 Be able to plan and prepare play spaces to facilitate self-directed play
- 4 Know how to develop and promote positive relationships with children, young people and adults.

Unit content

1 Understand children and young people's play needs and preferences

Playwork theory and practice: behavioural modes, mode descriptors, play types; children and young people's play needs, a range of play spaces and resources; stages of children's development: main stages of children's development from 4 to 16 years; how children's stages of development affect their play needs and behaviours

Investigating: observing children at play: identifying barriers and potential barriers, relating to research undertaken; consulting with children – meaningfully and purposefully, investigating their ideas on play needs and preferences

2 Understand how to support self-directed play

Working with children and young people: empowering children to choose and explore for themselves, holding children's play frames, responding to play cues according to the play cycle; understanding the short and long term benefits of play

3 Be able to plan and prepare play spaces to facilitate self-directed play

Plans: adaptable, inclusive, accessible, based on research and observation, created with children, compliant with organisational policies, procedures and legislation, taking into consideration resources, including a range of play spaces, allowing for different play types

Prepare: involving the children/young people in preparing the environment, in accordance with plans

Self-directed play: content and intent of play determined by the child

4 Know how to develop and promote positive relationships with children, young people and adults

Positive relationships: making children/young people feel welcome and valued; care and respect to all children/young people in the play setting

Playworker's role: understanding that different stages influence relationships and communication, playworker behaviour with children, negotiating with children, children relating to and interacting with others

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the theory and practice that supports self-directed play	M1 explain how research can be used to enhance understanding of children and young people's play needs in a playwork context	D1 evaluate the role of research as a means of informing the preparation of play spaces
P2 describe methods for investigating children's play needs and preferences		D2 evaluate the planned and prepared play space in terms of appropriate resources and spaces, the involvement of children and young people and the development of positive working relationships.
P3 explain the role of the playworker in working with children and young people to plan their play environment		
P4 describe own planning and preparation of a play space that facilitates self-directed play	M2 explain how own planning and preparation of a play space incorporated the needs and preferences of children and young people	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 explain a strategy for promoting positive working relationships with children and adults in a play setting.	M3 explain the role of the playworker in promoting positive working relationships whilst ensuring children can explore own play needs and preferences.	

Essential guidance for tutors

Delivery

The delivery of this unit should enable learners to understand how to support children to manage risks for themselves, and needs to encompass the full age range.

When considering risks for older children/young people, it is likely that issues such as unprotected sex, alcohol and drug misuse will be explored.

Learners should be encouraged to discuss the conflict between self-directed play and the management of risk, considering the line between the two and at what point the need to manage risk becomes greater than the requirements of self-directed play.

Learners need to gain a good understanding of child development and the importance of play, and there are therefore links to other units in the programme.

Learners need to draw upon experiences whilst in playwork environments, either through visits or work experience placement.

The use of guest speakers will also enhance delivery, especially in terms of how playworkers negotiate the boundary between risk and self-directed play.

Tutors should integrate the SkillsActive principles, assumptions and values into delivery, ensuring that learners are aware of them and are able to apply them within the context of the unit.

Assessment

Learners need to draw upon experiences in playwork environments during the assessment of this unit.

An initial assignment could be used for P1, M1 and D1, followed by a second assignment which could assess the remaining criteria and should be focused on at least one play setting.

Learners require evidence of having planned and prepared a play space in consultation with children/young people, and their own descriptive work should be supplemented by, for example, placement reports or witness testimonies, including from the children and/or young people.

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

There are links to *Unit 3: Promoting Children's Development*, *Unit 7: Children's Learning Activities and Play*, *Unit 31: Introduction to Playwork* and *Unit 32: The Playwork Environment*.

The unit should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 318: Plan for and support self-directed play.

The unit also links to the following units within the NVQ Level 3 in Playwork:

PW7: Develop and maintain a healthy, safe and secure environment for children

PW8: Develop and promote positive relationships

PW9: Plan for and support self-directed play.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of the meaning of play in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- visits to play settings
- guest speakers
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Best Play – downloadable from publications on Children’s Play Council website - www.ncb.org.uk/cpc

Brown F – *Playwork - Theory and Practice* (Open University Press, 2002)
ISBN 0335209440

First Claim - a framework for quality playwork assessment – available from Play Wales, Baltic House, Mount Stuart Square, Cardiff Bay, Cardiff CF10 5FH, Telephone: 0292 048 6050

First Claim – Desirable Processes –available from Play Wales as above.

Hughes B – *A Playworkers Taxonomy of Play Types*– available via publications@playeducation.com

Hughes B – *Play Environments – A Question of Quality* available via publications@playeducation.com

Hughes, Bob – *Evolutionary Playwork and Reflective Analytic Practice* (Routledge, 2001) ISBN 0415251664

Newstead S – *The Busker’s Guide to Playwork* (Common Threads, 2005)
ISBN 1904792138

Potter D – *Risk and Safety in Play* (Spon Press, 1997) ISBN 0419223703

Sturrock G, Else P – *The Play Cycle* (Common Threads, 2003) ISBN 1904792030

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001)
ISBN 0674005813

Websites

www.freeplaynetwork.org.uk	A network of individuals and organisations committed to promoting free play principles and practice and access to play opportunities.
www.ncb.org.uk/cpc	The Children’s Play Council – a leading national play organisation working hard to promote play and influence government policy. The site has useful information and lists all their publications.
www.playeducation.com	Organisation that offers training, conferences and resources in play and playwork. Site includes lists of available transcripts from PlayEd Human Development meetings over the years.
www.playlink.org.uk	Supports local play service providers across the country, promoting and disseminating the values and playwork practice learnt in the free play environment of adventure playgrounds. Has a list of good publications.
www.playwales.org.uk	An independent charity and national play organisation promoting and supporting the right to play of all children in Wales.
www.playwork.org.uk	The National Playwork Unit at Skillsactive supports playwork education and training and playworkers in a range of ways. It provides links to interesting websites.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the theory and practice that supports self-directed play explain the role of the playworker in working with children and young people to plan their play environment describe the theory and practice that supports self-directed play explain the role of the playworker in working with children and young people to plan their play environment describe the theory and practice that supports self-directed play describe the theory and practice that supports self-directed play. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe own planning and preparation of a play space that facilitates self-directed play describe own planning and preparation of a play space that facilitates self-directed play describe own planning and preparation of a play space that facilitates self-directed play. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Unit 34: European Approaches to Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The aim of this unit is to enable learners to explore approaches to children's care, learning and development in a European context.

Just as individuals can learn with others, so too can nations learn with other countries. However, countries vary in many ways and policies and initiatives develop within a particular national context. As such they are not always easily transposable from one country to another.

Learners will explore provision for children's care, learning and development in a specific European country (non United Kingdom) and then consider examples of good practice from a number of different European countries. In particular the Reggio Emilia approach envisages learning as a process of co-construction of knowledge through the sharing of understanding, thereby creating new understanding. By treating learning in this way, countries might well be able to learn from other countries.

Learners will benefit from this unit by gaining increased depth of knowledge and understanding in a broad context.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand international and European legislation, agreements and guidelines with respect to children's care, learning and development
- 2 Understand provision for children's care, learning and development in a specific European country
- 3 Understand international examples of good practice with respect to children's care, learning and development.

Unit content

1 Understand international and European legislation, agreements and guidelines with respect to children's care, learning and development

European Union institutions: European Council, Council of Ministers, European Commission, European Parliament, European Court of Justice

European Constitution: effects on United Kingdom childcare provision

Childcare workers: rights in Europe, equivalence of qualifications, requirements for working overseas

Role of international organisations: eg United Nations Children's Fund; Office of the Special Representative of the Secretary-General for Children and Armed Conflict, Organisation for Economic Co-operation and Development; Save the Children, International Red Cross

International guidelines and agreements: United Nations Declaration of the Rights of the Child 1959; United Nations Convention on the Rights of the Child 1989, International Labour Organisation agreements on child labour, voluntary agreements, eg Save the Children, International Red Cross

Events/campaigns: eg World Summit for Children 1990

2 Understand provision for children's care, learning and development in a specific European country

Provision for children's care, learning and development: eg childcare, nursery, education, social, health, parenting, family, play

Specific European country: member of European Union; non United Kingdom

Role of government: European; national; relationship between European and national government; influence of non-governmental organisations

Cultural influences: eg religion, family, community, state, economy

Regulatory provision: eg legislation, regulations, directives, charters

3 Understand international examples of good practice with respect to provision for children's care, learning and development

Provision for children's care, learning and development: eg childcare, nursery, education, social, health, parenting, family, play

Examples of good practice: eg Sweden - holistic approach; Reggio Emilia - negotiated curriculum; New Zealand - early childhood education strategy; Denmark - pedagogical approach; Finland - holistic approach; Flanders - inclusion in the early education system

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the influence of the European union on childcare provision in the U.K.		
P2 outline key international guidelines and agreements on the rights of the child	M1 explain the influence of the European union and international guidelines and agreements on childcare provision in the U.K.	D1 analyse the potential effectiveness of European union and international guidelines and agreements on outcomes for children
P3 describe European requirements for U.K. childcare workers who wish to work overseas	M2 compare and contrast childcare provision in a non-U.K. European Union country with that in the U.K.	
P4 describe childcare provision in a non-U.K. European country	M3 explain, using examples, how two international examples of good practice with respect to provision for children's care, learning and development could influence provision in the U.K.	D2 evaluate two international examples of good practice with respect to provision for children's care, learning and development with respect to potential outcomes for children.
P5 describe two international examples of good practice with respect to provision for children's care, learning and development.		

Essential guidance for tutors

Delivery

This unit should be delivered in as practical and 'hands-on' a way as possible.

It is intended to facilitate potential correspondence/exchanges with children's settings in different European countries and to introduce learners to the social dimension of the European union.

Whilst learners may be able to gain a certain amount of information from relevant websites or journals, tutors should consider organising a visit to a non-U.K. European country in order to learn about provision for children's care, learning and development in a different country. This is especially important for learning outcome two, and would be beneficial for learning outcome three.

A visit could also be arranged to the European parliament, for learning outcome one.

Learners could carry out small group research for learning outcomes one and three, followed by presentations to the whole class. This could facilitate coverage of the range.

Relevant guest speakers could also be invited in to talk to the learners.

Assessment

Three assignments could be used for the assessment of this unit, corresponding to each learning outcome.

An initial assignment could be used to assess P1, P2, P3, M1 and D1.

Whilst learners may have worked in small groups to carry out research for this assignment, it is essential that the work presented for assessment is entirely that of the learner. It could include, for example, written work, records of class discussions or presentations, or recorded evidence, but tutors should also be aware that information downloaded from the internet is not acceptable as evidence in its own right.

Evidence gained during a visit to the European parliament could also be used.

P4 and M2 could be assessed through a second assignment, based on, for example, correspondence or exchanges with children's centres in European mainland, and/or visits. Some information could again be gained through internet research, but this should be supplementary to other evidence. Again, downloaded information from the internet is not acceptable as evidence in its own right.

The final assignment, for P5, M3 and D2, could involve secondary research, but learners would benefit more by primary research, facilitated again through correspondence or exchanges with children's centres in European mainland, and/or visits or the use of guest speakers.

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

The nature of this unit is such that the knowledge gained through it links to other units in the qualification.

It should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

The unit provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology, and working with others.

Social and cultural issues can be introduced in this unit when learners are considering provision for children in a different country.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials
- internet access
- correspondence/exchanges with children's centres in European mainland/visits
- newspapers, journals, other written work.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Journals

Child Education

Children Now

International Journal of Early Years Education

Nursery World

Websites

www.bernardvanleer.org	Bernard van Leer Foundation (resource for international childcare perspectives and case studies)
www.daycaretrust.org.uk	Daycare Trust
www.europa.eu	Portal site for the European Union
www.europarl.eu.int	European Parliament
www.europarl.org.uk	European Parliament (U.K. office)
www.euro-study-tours.co.uk	European Study Tours
www.icrc.org	International Red Cross

www.savethechildren.net

International Save the Children

www.ststravel.co.uk

School Travel Service

www.un.org

United Nations

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the influence of the European union on childcare provision in the UK outline key international guidelines and agreements on the rights of the child describe the influence of the European union on childcare provision in the UK outline key international guidelines and agreements on the rights of the child describe the influence of the European union on childcare provision in the UK outline key international guidelines and agreements on the rights of the child describe the influence of the European union on childcare provision in the UK outline key international guidelines and agreements on the rights of the child. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the influence of the European union on childcare provision in the UK • outline key international guidelines and agreements on the rights of the child • describe the influence of the European union on childcare provision in the UK • outline key international guidelines and agreements on the rights of the child • describe the influence of the European union on childcare provision in the UK • outline key international guidelines and agreements on the rights of the child. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe childcare provision in a non-UK European country • describe childcare provision in a non-UK European country • describe childcare provision in a non-UK European country. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 35: The Development and Care of Babies and Children Under Three Years

NQF Level 2: BTEC National

Guided learning hours: 60

Unit abstract

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

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

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

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

Learning outcomes

On completion of this unit a learner should:

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grading grid

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

This unit should provide evidence towards the following units of the Level 2 NVQ in Children's Care, Learning and Development:

CCLD 203: Support children's development

CCLD 208: Support the development of babies and children under 3 years.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

The unit also provides opportunities for the production of evidence towards the Level 2 key skills in communication and information and communication technology.

Social and cultural issues can be introduced through the teaching of this unit by, for example, consideration of communication differences in different cultures.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements with access to babies and young children under the age of three
- a range of equipment and materials for feeding, changing and bathing babies and young children.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Green S – *BTEC First Children's Care, Learning and Development* (Nelson Thornes, 2006) ISBN 074878408X

Meggitt C and Walker J – *An Introduction to Child Care and Education* (Hodder Arnold, 2004) ISBN 0340813989

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

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

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

Key skills

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

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> outline what needs to be considered when observing babies and children in the first three years of life describe the development, including communication, of babies and young children in the first three years of life describe the development, including communication, of babies and young children in the first three years of life describe the development, including communication, of babies and young children in the first three years of life. 	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Make a formal presentation of at least four minutes.</p> <p>C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write two different types of documents, each one giving different information. One document must be at least 500 words long.</p>

Information and communication technology Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • identify five different play activities that help to support different aspects of learning and development • identify five different play activities that help to support different aspects of learning and development • identify five different play activities that help to support different aspects of learning and development. 	<p>IT2.1 Search for and select information to meet their needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>IT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>IT2.3 Present combined information such as text with image, text with number, image with number.</p>

Unit 36: Independent Learning in Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Learners are increasingly being encouraged to take responsibility for their own learning, this responsibility extending both to the choice of learning opportunities and to the methods of learning. The aim of this unit is to focus on learning choices, methods of learning and resources, with the intention of encouraging the learner to work independently, and also to be able to contribute effectively in a learning environment.

In a classroom situation most of the learning will take place through the medium of literacy, therefore this unit considers the importance of written resources in the learning process. Learners will consider the skills of reading and writing in the context of their children's care, learning and development studies, and then learn how to use resources effectively in order to gather information relevant to their studies. This will include learning how to manipulate text and how to understand the formats in which text is presented.

Learners will gain understanding of how to plan study and therefore make effective use of their time and resources. They will learn about the concept of work/life balance and the importance of planning time in order to allow for free time. They will also learn how to manage assignment work and deadlines, and prepare for examinations.

On completion of this unit learners should be able to manage their current learning independently and effectively, and be able to plan for future learning. There are strong links between this unit and *Unit 8: Research Methodology for Children's Care, Learning and Development*.

This unit may not be combined in a programme with *Unit 37: Academic Literacy in the Children's Care, Learning and Development Sector*.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how to use resources to support study
- 2 Be able to present work in an appropriate style and format
- 3 Be able to manage own study
- 4 Be able to plan and develop own learning objectives.

Unit content

1 Know how to use resources to support study

Resources: eg teaching and support staff, colleagues, peers, library, bookshops, professional bodies, sector skills councils, government departments, workplaces, media

Media: eg textbooks, journals, pamphlets, websites, newspapers, magazines

Reading: skimming, scanning, detailed reading, active reading, reading for sense

Assessing text: using bibliographies, using indexes, checking references, reading web pages; writing styles (descriptive, prescriptive, explanatory), research methods (qualitative, quantitative, triangulation)

Validity: assessing purpose, intended audience, checking references, authenticity, plagiarism

2 Be able present work in an appropriate style and format

Styles and formats of writing: scientific report writing, ethical writing, reflective writing, discursive writing, persuasive writing, journalistic writing; plagiarism

Language and structure: grammar, syntax, punctuation, formal, informal; why structure is important

Presentation: essay, report; referencing, quotations

3 Be able to manage own study

Time: work/life balance, planning study time, free time

Environment: studying alone, working with peers; study environment, study resources

Note taking: eg mind maps, Cornell method, recording, filing

Examinations and assignments: studying for and managing examinations, examination techniques, revision; preparing assignments, working to deadlines, consulting with others

4 Be able to plan and develop own learning objectives

Learning styles: Honey and Mumford typology – reflector, theorist, activist, pragmatist; own preferences; limitations of identifying with a single learning style, holistic approach to learning styles

Development: how previous learning has met objectives; plans for the future, career, family, travel; identifying strengths and weaknesses; being able to identify appropriate learning to meet own needs

Personal development plan: aims and objectives; reflection; short term, long term; study time, spare time; assignment work, preparation for exams; consideration of learning preferences

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe resources for information on children's care, learning and development	M1 use examples to explain why resources are presented differently due to the type of media	D1 evaluate the three resources and assess the texts for validity
P2 use one complex piece of work as an example to describe the use of resources within own studies	M2 explain the value of three different resources in the preparation of the complex piece of work	D2 evaluate the format and presentation of the complex piece of work
P3 justify the format and presentation of the complex piece of work	M3 analyse the format and presentation of the complex piece of work	
P4 use examples to describe the different styles of writing used in children's care, learning and development	M4 use examples to analyse the different styles of writing used in children's care, learning and development	
P5 describe management of own current study	M5 devise a personal development plan for future learning and study time.	D3 evaluate the value of the personal development plan for own learning and management of own current study.
P6 describe learning style preferences and objectives for future study.		

Essential guidance for tutors

Delivery

This unit may not be combined in a programme with *Unit 37: Academic Literacy in the Children's Care, Learning and Development Sector*.

This unit links closely to the learning in all other units within the programme, and with other studies being undertaken by learners. However, the focus of learning within this unit is on the learners themselves and how they approach the learning process.

The unit could be introduced by encouraging learners to consider as wide a range of available resources as possible. The intention is for learners to develop a critical approach to resources, and they should therefore be exposed to an extensive range. Individual or small group activities, in which learners actively seek out a range of relevant resources for a particular topic and then share and discuss their findings with the rest of the group, could be used as a means of achieving this. This should ideally be linked to learner's work within other units of the programme, and if resources for different topics are considered this will potentially widen the range and add value to the activity. Learners need to consider the value of the different resources, how information is presented within them, and the validity of the information thus presented. The group presentations could be used as a means of initiating class discussion and debate around the topic of resources, the presentation of information within them, and how they can be effectively used by learners as an aid to study.

Learners should also discuss the different styles of writing that are evident in the children's care, learning and development sector, and relate this to the fusion of disciplines within the sector. They need to consider examples of different styles and be encouraged to compare them, using the validity criteria. Assignments that learners are currently working on can then be used as a tool for them to apply their understanding of writing style and presentation to their own work.

Learners need to consider the management of their own studies. This could be introduced through a case study/s, with class discussion, followed by individual activities whereby learners consider all aspects of their studies, and personal/professional lives, and any conflicts and tensions they may be experiencing. Learners should be encouraged to examine the value of planning for their studies and personal/professional lives, and also different environments for study. Aids to study should be considered, such as different methods of taking notes, reading styles, preparation for examinations if appropriate, and assignment work, including the management of deadlines.

This can then lead on to discussion around different learning styles. Learners need to consider the different learning styles, participate in activities to identify their own styles, including self-reflection, and then also consider the holistic approach to learning. They should be encouraged to reflect on past learning, and also consider the future and potential learning needs they may have.

Assessment

This unit may not be combined in a programme with *Unit 37: Academic Literacy in the Children's Care, Learning and Development Sector*.

This unit could be assessed by means of four assignments.

An initial assignment could be used for P1 and M1. Learners need to describe, for P1, a wide range of available resources, in order to demonstrate good understanding of where to find information on different aspects of children's care, learning and development. This should include resources available in the local area as well as those such as textbooks, newspapers, magazines, the internet and tutors, peers and relatives. For M1 learners need to use specific examples of resources to explain why they are presented differently due to the type of media. Examples that illustrate at least four different types of media should be provided.

A second assignment could then be used to assess P2, P3, M2, M3, D1 and D2. This should be based on a complex piece of work that a learner is preparing, or has prepared, for the assessment of another unit. This could, for example, be the research project for *Unit 8: Research Methodology for Children's Care, Learning and Development*. For P2, learners need to examine the resources they used and describe how they used them, why they chose those resources, and their contribution to the piece of work. This should be extended for M1, with learners explaining the use and value of the resources, with reasons, and for D2, with learners evaluating the resources and assessing them for validity. For P3, learners need to consider the format and presentation of the complex piece of work, and justify this. They need to examine it in more detail for M3, and for D2 they need to evaluate it.

A third assignment could then be used as a vehicle for learners to provide evidence for P4 and M4, though this could be linked to the first assignment. Learners need to examine writing styles, and for P4 they need to use at least three examples to describe different styles of writing used in children's care, learning and development. They could, for example, use pieces of scientific report writing, reflective writing and journalistic writing in order to be able to describe different styles. For M4 these need to be examined in more detail.

Finally, the fourth assignment will provide evidence for P5, P6, M5 and D3. For P5 learners need to provide evidence that illustrates the various aspects of their studies, and also their personal /professional lives. They need to identify possible conflicts and tensions, any difficulties encountered and how these can be, or were, overcome. They should consider issues in relation to time and environment as well as study methods such as different methods of note taking. They should also consider preparation for examinations, if appropriate to them, and how to manage assignment work and deadlines. For P6 learners need to go on to consider different learning styles, and reflect upon their own learning style. They should then develop and describe some objectives for future study. They should be encouraged to be reflective throughout this assignment. For M5, learners need to extend this and produce a personal development plan for future learning and study time, evaluating the plan for D3. The plan is based on learners' study, including the use of resources, time and environment for study, different learning styles and study methods. It should take into account short-term priorities, such as assignment deadlines during the coming month/two months/three months, and long-term priorities such as considering study methods and learning styles, and incorporating these into planning for learning.

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

The nature of this unit is such that the knowledge and skills gained through it will be further developed in all other units in the qualification.

It should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 4: Know how to communicate effectively

Standard 5: Understand the development of children and young people

Standard 7: Develop yourself.

The unit provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology, improving own learning and performance, and working with others.

Social and cultural issues can be introduced in this unit when learners are considering management of their own studies, and learning styles.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials
- newspapers, journals, other written work.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bell J – *Doing your Research Project – A guide for first time researchers in health, social care and early years* (Open University Press, 2005) ISBN 0335215041

Burnard P – *Writing Skills in Health Care* (Nelson Thornes, 2004) ISBN 0748775455

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003) ISBN 0748771174

Kirshenbaum H and Henderson V – *The Carl Rogers Reader* (Hodder Mifflin, 1989) ISBN 0395483573

Kolb D – *Experiential Learning* (Pearson Education, 1985) ISBN 0132952610

Miller J – *Care Practice for S/NVQ 3* (Hodder Arnold, 2005) ISBN 0340889330

Northedge A – *The Good Study Guide* (Open University, 2005) ISBN 9780749259747

Northedge A – *The Sciences Good Study Guide* (Open University, 1997) ISBN 9780749234119

O'Connor K and Sabato L – *Study Guide* (Longman, 2005) ISBN 0321337859

Skills for Life, Teachers Reference Pack, Social Care (DfES)

Taylor J – *Study Skills in Health Care* (Nelson Thornes, 2003) ISBN 0748771190

Journals

Care and Health

Child Education

Children Now

Nursery World

Nursing Standard

Nursing Times

Websites

www.ccwales.org.uk	Care Council for Wales
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dfes.gov.uk	Department for Education and Skills
www.dh.gov.uk	Department of Health
www.hda.gov.uk	Health Development Agency
www.nhs.uk	National Health Service
www.niscc.info	Northern Ireland Social Care Council
www.scie.org.uk	Social Care Institute for Excellence
www.scils.co.uk	Social Care Information and Learning Services
www.surestart.gov.uk	Surestart

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe local resources for information on children's care, learning and development describe local resources for information on children's care, learning and development use one complex piece of work as an example to describe the use of resources within own studies use one complex piece of work as an example to describe the use of resources within own studies. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe local resources for information on children's care, learning and development describe local resources for information on children's care, learning and development use examples to describe the different styles of writing used in children's care, learning and development. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe local resources for information on children's care, learning and development use one complex piece of work as an example to describe the use of resources within own studies describe local resources for information on children's care, learning and development use one complex piece of work as an example to describe the use of resources within own studies describe local resources for information on children's care, learning and development use one complex piece of work as an example to describe the use of resources within own studies. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe local resources for information on children's care, learning and development • describe local resources for information on children's care, learning and development • describe local resources for information on children's care, learning and development. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 37: Academic Literacy in the Children's Care, Learning and Development Sector

NQF Level 4: BTEC National

Guided learning hours: 60

Unit abstract

This unit aims to extend the study skills of learners in preparation for the expectations of higher education. Whilst there are generic elements to the skills required to succeed academically, there are also elements that are particular to different subject areas. It can therefore be argued that understanding of how to read, write, understand and plan one's own learning should be contextualised within a programme of learning in order for it to be relevant to learners.

The children's care, learning and development sector is at the forefront of public scrutiny, which provokes debates from both within and outside the sector, on key issues. This unit looks at reading from the perspective of the presentation of key debates within the sector. Different methods of interacting with written text are considered.

The unit then looks at the question of literacy as a requirement of higher education, including the development and presentation of written work in a variety of styles. The children's care, learning and development sector requires learners to be conversant in a wide variety of written formats, for example those used for ethical and social debates, scientific writing and reflective writing, or time limited writing in examinations. Learners will analyse the features of these styles.

The underpinning theory of how people learn is a focus of debate and there is little consensus about the key features. However, by becoming participants in this debate, learners will have the opportunity to assess their own views of learning. Learners will, therefore, investigate two theories associated with learning and analyse their own learning with reference to these theories.

Finally, the unit considers the question of planning study, with reference to local resources and managing time, and consolidates the unit within the context of a personal development plan.

This unit may not be combined in a programme with *Unit 36: Independent Learning in Children's Care, Learning and Development*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how literacy and language are used to present debates in children's care, learning and development
- 2 Be able to write using different literacy styles
- 3 Understand theories of learning
- 4 Be able to manage own study in preparation for higher education.

Unit content

1 Understand how literacy and language are used to present debates in children's care, learning and development

Debates: eg the professionalisation of the children's workforce, the respective roles of counselling and psychiatry, sociological explanations of health inequalities, self-directed play and directed learning, intervention and self-determination, debates between political perspectives

Styles of writing: scientific, ethical, reflective, discursive, persuasive, descriptive, prescriptive, explanatory, journalistic; plagiarism

Formats: essay; scientific report; research; notes

Influences: media pressure, social policy/legislation, pressure groups, education

Media: journals, books, websites, newspapers, television

Reading: technique matched to style of writing, scanning, skimming, note taking, using bibliographies

Validity: assessing purpose, intended audience, checking references, authenticity, plagiarism

2 Be able to write using different literacy styles

Styles of writing: appropriate for subject, eg scientific, ethical, reflective, discursive, persuasive, descriptive, prescriptive, explanatory, journalistic, educational; plagiarism

Intention: purpose, intended audience, legibility

Formats: essay; report; research – qualitative, quantitative, triangulation

Language: grammar, punctuation, vocabulary, format

Referencing and quotations: eg Harvard, Modern Language Association, Numeric, running notes

Examinations: planning and preparation, technique

3 Understand theories of learning

Learning theories: eg Kolb's four-stage learning cycle or Honey and Mumford's learning styles; Gardner's multiple intelligence theory; Carl Rogers humanistic theory of learning; Lave and Wenger's theory of legitimate peripheral participation in communities of practice; whether describing own learning is limiting or emancipatory

4 Be able to manage own study in preparation for higher education

Resources: eg library, journals, books, television, video, conferences, work settings, internet, other people

Own needs: eg time management, work/life balance, stress management, skills (eg managing data – text, quantitative, digital, other)

Plan: aims and objectives; reflection; short-term, long-term; study time, spare time; evidence gathering, assignment work, preparation for examinations; consideration of learning preferences; previous achievements; gaps in understanding/knowledge/skills, career/employment ambitions, personal ambitions, objectives that are SMART (specific, measurable, achievable, realistic, time-bound); resources, environment

Grading grid review

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

Outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Understand how literacy and language are used to present debates in children's care, learning and development	P1 Describe the use of style and format to present a key debate in children's care, learning and development P2 Analyse the influences affecting the content of literature that contributes to a key debate P3 Examine the validity of texts that contribute to a key debate
2 Be able to write using different literacy styles	P4 Analyse styles of writing, detailing advantages and disadvantages P5 Use grammar, punctuation, vocabulary and format appropriate for children's care, learning and development P6 Evaluate referencing as a means for increasing validity
3 Understand theories of learning	P7 Compare two theories of learning P8 Critique own learning referring to two theories of learning
4 Be able to manage own study in preparation for higher education	P9 Analyse local resources and their appropriateness for children's care, learning and development P10 Examine strategies for stress management P11 Produce a personal development plan for own learning

Merit and distinction criteria are to be found at *Annexe I*.

Essential guidance for tutors

Delivery

It is likely that this unit will be delivered with reference to contexts presented in other units, or drawn from learners' own experiences. Learners should analyse a variety of texts and be encouraged to develop a critical stance on how texts are written and presented.

Learning outcome 1 provides opportunities for learners to research specific debates, and to compare and contrast different styles and formats to develop an understanding of why texts are written in a specific way. Individual research using a range of resources, and class discussions, will help learners to gain understanding of how literacy and language are used to present debates in children's care, learning and development.

Learners should be encouraged to consider issues of validity, including influences on writing from stakeholders and interested parties, as well as referencing and the possibilities of plagiarism. Small group work involving exploration of a range of newspaper articles, research articles and books, to consider issues of validity and influence, would be useful here.

For learning outcome 2, learners need to examine the format and structure of writing, with such delivery being contextualised to the methods of presentation that are used in children's care, learning and development. Learners could be encouraged to consider work from other contexts if this is appropriate, or to practise writing in controlled conditions, developing strategies for effectiveness.

Learning outcome 3 requires an analysis of two learning theories. This is to enable learners to develop a wider understanding of ways in which it is thought learning occurs. The delivery of the theories is likely to be fairly brief, given the time consideration. Learners should then be encouraged to apply the theories to their own learning and critically examine whether they consider the theory to be applicable to them. The taxonomy of learning styles has often been used to stereotype learners as particular types, typically visual, auditory or kinaesthetic. Learners should be encouraged to consider the implications of stereotyping learners as possessing a specific style and whether this is likely to limit the horizons of such learners, or whether, in discussion of the possibilities presented, learners are likely to achieve greater understanding of how they learn.

Learning outcome 4 brings together the questions of literacy and learning. A study of resources in the locality should be encouraged that is as wide as possible, including generic study resources and those that are specific to the subjects considered.

Assessment

P1 and P2 require learners to select a key debate within children's care, learning and development. Some examples are given, but the debate should have generated sufficient material to permit study of the nature of writing styles that are used to describe the debate. The scope of the materials should also generate sufficient breadth of material for learners to assess influences on the writing for P2. Learners can use the same texts to assess validity of materials, for P3.

P4 requires learners to examine and explain in detail different styles of writing, detailing advantages and disadvantages. P5 is likely to be enhanced by a discussion of the writing styles of contrasting pieces of work that embody key features of the styles. Learners should discuss how these compare and what information may be missing. P6 is likely to be assessed with a piece of written work presented for this unit for other assessment criteria.

P7 and P8 require learners to select two theories to compare and to thereafter reflect on their own learning and how this compares with what is described by the theories.

For P9, learners should consider a range of local resources and examine their appropriateness for children's care, learning and development. P11 requires learners to produce a personal development plan, focusing on learning and local resources. This plan will be most effective if maintained as a log or diary throughout the programme of learning, with an additional section on future development. For P10 learners should consider the issue of stress within their plan, in terms of how to manage time and achieve a work/life balance that is appropriate for their needs.

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

The nature of this unit is such that the knowledge and skills gained through it will be further developed in all other units in the qualification.

It should provide evidence towards the following unit of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 304: Reflect on and develop practice.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 4: Know how to communicate effectively

Standard 5: Understand the development of children and young people

Standard 7: Develop yourself.

The unit provides opportunities for the production of evidence towards the Level 3 key skills in communication, information and communication technology, improving own learning and performance, and working with others.

Social and cultural issues can be introduced in this unit when learners are considering management of their own studies, and learning styles.

Essential resources

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- library resources with key texts and other reference materials
- newspapers, journals, other written work.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Almond B – *Introducing Applied Ethics, a guide to current debates* (Blackwell, 1999)
ISBN 0631 19391X

Boud D – *Reflection: Turning Experience into Learning* (Routledge Falmer, 1985)
ISBN 0850388643

Burnard P – *Writing Skills in Health Care* (Nelson Thornes, 2004) ISBN 0748775455

Gardner H – *Multiple Intelligences* (Basic Books, 1993) ISBN 0465 01822X

Kirshenbaum H and Henderson V – *The Carl Rogers Reader* (Houghton Mifflin, 1989)
ISBN 0395483573

Kolb D – *Experiential Learning: Experience as the source of learning and development* (Pearson Education, 1985) ISBN 0132952610

Lave J and Wenger E – *Situated Learning: Legitimate Peripheral Participation*
(Cambridge University Press, 1991) ISBN 0521423740

Northedge A – *The Good Study Guide* (Open University, 2005) ISBN 9780749259747

Northedge A – *The Sciences Good Study Guide* (Open University, 1997)
ISBN 9780749234119

O'Connor K and Sabato L – *Study Guide* (Longman, 2005) ISBN 0321337859

Journals

Child Education

Children Now

Nursery World

Websites

www.ccwales.org.uk	Care Council for Wales
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dfes.gov.uk	Department for Education and Skills
www.dh.gov.uk	Department of Health
www.hda.gov.uk	Health Development Agency
www.isma.org.uk	International Stress Management Association

www.nhs.uk

National Health Service

www.niscc.info

Northern Ireland Social Care Council

www.surestart.gov.uk

Surestart

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the use of style and format to present a key debate within children's care, learning and development • analyse the influences affecting the content of literature that contributes to a key debate • examine the validity of texts that contribute to a key debate • describe the use of style and format to present a key debate within children's care, learning and development • analyse the influences affecting the content of literature that contributes to a key debate • examine the validity of texts that contribute to a key debate • describe the use of style and format to present a key debate within children's care, learning and development • analyse the influences affecting the content of literature that contributes to a key debate • examine the validity of texts that contribute to a key debate 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p>

Communication Level 3 (continued)	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> analyse styles of writing, detailing advantages and disadvantages use grammar, punctuation, vocabulary and format appropriate for children's care, learning and development evaluate referencing as a means for increasing validity. 	<p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Information and communication technology Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> compare two theories of learning critique own learning referring to two theories of learning compare two theories of learning critique own learning referring to two theories of learning compare two theories of learning critique own learning referring to two theories of learning. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • compare two theories of learning • critique own learning referring to two theories of learning • compare two theories of learning • critique own learning referring to two theories of learning • compare two theories of learning • critique own learning referring to two theories of learning. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • describe the use of style and format to present a key debate within children's care, learning and development • analyse the influences affecting the content of literature that contributes to a key debate • examine the validity of texts that contribute to a key debate • describe the use of style and format to present a key debate within children's care, learning and development • analyse the influences affecting the content of literature that contributes to a key debate • examine the validity of texts that contribute to a key debate • describe the use of style and format to present a key debate within children's care, learning and development • analyse the influences affecting the content of literature that contributes to a key debate • examine the validity of texts that contribute to a key debate. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

Unit 38: Reflecting on Practice in the Children's Care, Learning and Development Sector (National Award only)

NQF Level 3: BTEC National

Guided learning hours: 60 (plus 60 hours of Work Experience)

Unit abstract

The aim of this unit is to reflect the practical nature of the programme, providing learners on the National Award programme with opportunities to apply their knowledge and understanding in the workplace.

This unit is only available to learners on the National Award programme, and learners are required to complete 60 hours of work experience placement. This is intended to provide practical experience of children's settings, as well as facilitate opportunities for the achievement of aspects of other units, such as the observations required in *Unit 3: Promoting Children's Development*.

It is suggested that learners should gain experience of at least two different settings, or at least two different age groups within the same setting.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 304: Reflect on and develop practice* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand roles and responsibilities within the Children's Care, Learning and Development Sector
- 2 Be able to observe and identify the individual needs and skills of children
- 3 Be able to reflect on own practices in work placement experiences.

Unit content

1 Understand roles and responsibilities within the Children's Care, Learning and Development Sector

Professional behaviour: attendance, punctuality, commitment, personal presentation, personal hygiene, expected standards of behaviour, maintenance of own safety, role and responsibilities, adaptability, responsiveness; working as a member of a team

Confidentiality: need for, parameters

Appropriate interpersonal skills: verbal and non-verbal skills, range of contacts, eg children, families, peers, colleagues, other professionals, respect for knowledge and contribution of others

Knowledge base: of children, families, resources, procedures for referrals, use of initiative

Codes of practice: eg mission statements, behaviour contracts, equal opportunities policies, health and safety policies

Adherence to codes of practice: learner, staff roles

2 Be able to observe and identify the individual needs and skills of children

Observing and identifying ages/stages of the development of children: 0-1 year, 1-3 years, 3-5 years, 5-8 years, milestones of development, emotional, physical, social, communicative/language and cognitive needs and skills, children with particular requirements

Childcare settings: pre-schools and nurseries, nursery classes and schools, child's home, childminders, units for children with special needs, paediatric hospital units

Observational methods: see *Unit 3: Promoting Children's Development*

Interpretations of observations: see *Unit 3: Promoting Children's Development*

3 Be able to reflect on own practices in work placement experiences

Self-appraisal: reflection, self-awareness; reflection on own performance, reflection on own views and attitudes, reflection on interactions with others; recognition of own knowledge, understanding, skills and contribution to the working of the team; achievements; personal effectiveness; strengths and weaknesses

Monitoring: processes, outcomes; through reviewing diary entries, placement reports and placement outcomes; discussions with tutors, supervisors, others; use feedback to inform reflection, evaluation and performance

Planning: identify gaps in knowledge, understanding and skills; planning for development and improvement; role of continuing professional development

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 describe own adherence to codes of practice for one placement setting	M1 interpret the observations undertaken in relation to children's skills and needs	D1 use the observations and interpretations to make recommendations for further action with respect to the skills and needs of the child concerned
P2 observe and identify the physical, social, emotional, cognitive and communication needs and skills of children	M2 produce a personal development plan and explain how it will potentially support own development.	D2 evaluate own effectiveness in work placement.
P3 observe and identify the individual needs of children with additional needs		
P4 review own performance on work placement and identify areas for further self-development		
P5 describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector.		

Essential guidance for tutors

Delivery

This unit is a mandatory component of the National Award in Children's Care, Learning and Development, and requires learners to undertake a total of 60 hours work experience placement.

The unit forms the focal point of the National Award in Children's Care, Learning and Development. It brings together knowledge and understanding from other units in the programme and facilitates the 60 hours of work placement experiences.

The work placement experiences will enable learners to gain knowledge and understanding of at least one children's setting, and fulfil some of the assessment criteria, such as the observation required for *Unit 3: Promoting Children's Development*.

Learners will require careful preparation for their work placement experiences, and be supported throughout, such preparation/support being provided both during the induction period for the programme, and during ongoing tutorial sessions.

They should be encouraged whilst on placement to be ever mindful of the nature of the developing sector, and to develop awareness of current and recent developments as appropriate to their home country. For example, they need to develop awareness of the Integrated Qualification Framework for those who work with children, as well as other developments in relation to the 'Every Child Matters' agenda.

Assessment

Learners are required to undertake 60 hours of work experience placement. They should be given supported time to plan, review and evaluate their experiences.

P1 requires learners to produce a piece of writing that describes learners' own adherence to codes of practice for one placement setting. They first need to describe the relevant codes of practice for the setting, then describe their own adherence.

The observations required for P2 and P3 should link to those required for *Unit 3 Promoting Children's Development*.

For P4 learners need to reflect on and review their own performance in their work experience placement/s and identify areas for further self-development. In order to do this they need to refer to evidence such as feedback/discussions with others, placement reports and work experience diaries.

Learners need to identify gaps in knowledge, understanding and skills, and use these to develop a personal development plan, for M2, then explain how it will potentially support these development needs.

D2 then requires learners to evaluate their own effectiveness on work experience placement.

Finally, for P5, learners need to describe the role of continuing professional development for workers in the children's care, learning and development sector. They should be able to gain evidence for this by talking to colleagues and supervisors during their time in their placement/s.

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

This unit forms the focal point of the National Award in Children's Care, Learning and Development. The knowledge and understanding gained during progression through this unit link to and underpin all other units in the programme.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 304: Reflect on and develop practice* of the Level 3 NVQ in Children's Care, Learning and Development.

It should additionally provide evidence towards the following units of the Level 3 NVQ in Children's Care, Learning and Development:

CCLD 301: Develop and promote positive relationships

CCLD 302: Develop and maintain a healthy, safe and secure environment for children

CCLD 303: Promote children's development

CCLD 305: Protect and promote children's rights

The unit should also enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Playwork:

PW7: Develop and maintain a healthy, safe and secure environment for children

PW 8: Develop and promote positive relationships

PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

Standard 1: Understand the principles and values essential for working with children and young people

Standard 2: Understand your role as a worker

Standard 3: Understand health and safety requirements

Standard 4: Know how to communicate effectively

Standard 5: Understand the development of children and young people

Standard 6: Safeguard children (keep them safe from harm)

Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

Standard 1: Understand the principles of care

Standard 2: Understand the organisation and the role of the worker

Standard 3: Maintain safety at work

Standard 4: Communicate effectively

Standard 6: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication and improving own learning and performance.

Health and safety issues can be introduced through the teaching of this unit by, for example, consideration of different activities in childcare settings.

Essential resources

The following resources are considered essential for the delivery of this unit:

- access to placements allowing learners to fulfil the requirements of the unit in terms of the 60 hours of work placement experience
- an appropriately qualified and experienced tutor to deliver the unit, and support the learners.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bearer et al – *Babies and Young Children: Diploma in Childcare and Education* (Nelson Thornes, 2001)

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Duffy A – *Working with Babies and Children under Three* (Heinemann, 2006)
ISBN 9780435987312

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Hobart and Frankel – *Child Observation and Assessment* (Nelson Thornes, 2004)
ISBN 0748785264

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Riddall-Leech S – *How to Observe Children* (Heinemann, 2005) ISBN 0435401866

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Early Years

Education 3-13

Nursery News

Nursery World

Topics in Early Childhood Education

Websites

www.dfes.gov.uk/research

Department for Education and Skills

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

www.tactyc.org.uk

Training, Advancement and Co-operation in Teaching Young Children

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> review own performance on work placement and identify areas for further self-development review own performance on work placement and identify areas for further self-development review own performance on work placement and identify areas for further self-development. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Assessment and grading

The purpose of assessment is to ensure that effective learning has taken place.

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

All of the criteria listed in the grading grid for each unit must be covered by one assignment, or by a series of assignments. It is advisable that criteria are clearly indicated on each assignment to provide a clear focus for learners and to assist with internal verification and standardisation processes. This will also help to ensure that feedback is specific to the criteria. Tasks and activities should enable learners to produce evidence that relates directly to the specified criteria.

When reading the grading grids and designing assignments, centres should note that for learners to achieve a merit/distinction grade they will be required to provide evidence that is qualitative, not quantitative, in its nature. Centres are encouraged to look across the units' grading grids to identify common topics.

Grading domains

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

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic and key skills.

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

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

In Edexcel BTEC Nationals all units are internally assessed.

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

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

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

Quality assurance

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

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

Approval

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

Centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

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

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

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile helps to determine how the programme will be externally verified and will also be used to initiate other quality control measures by Edexcel.

Internal verification

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

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1-3) Handbook (updated annually). This information can also be found on our website www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

External verification

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

Learners' work **must** have be internally assessed. Additionally, at least 50 per cent of submitted work **must** be internally verified.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1-3) Handbook (updated annually). This updated information can also be found on our website, go to www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

Calculation of the qualification grade

Awarding a qualification grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. The number of points available will be dependent on the unit grade achieved and the size of the unit as determined by the stipulated guided learning hours.

For the calculation of a qualification grade for a BTEC National a learner must:

- complete all designated units
- achieve a minimum points score of
 - 36 points for a National Award
 - 72 points for a National Certificate
 - 108 points for a National Diploma
- achieve a pass (or above) grade for units with a combined total of
 - 300 guided learning hours for a National Award
 - 600 guided learning hours for a National Certificate
 - 900 guided learning hours for a National Diploma.

Centres should note that, in the BTEC Nationals in Children's Care, Learning and Development, there is no compensation for core units. Learners should successfully complete these – ie achieve at least a pass grade, in addition to the requirements above, in order to successfully achieve the whole qualification.

Unit points

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

Grade boundaries and UCAS points for the BTEC National Award (as of 1st May 2011)

Grade boundaries BTEC National Award	Overall grade BTEC National Award		UCAS points
36 - 59	Pass	P	40
60 - 83	Merit	M	80
84 - 108	Distinction	D	120

Grade boundaries and UCAS points for the BTEC National Certificate and Diploma (as of 1st May 2011)

Grade boundaries BTEC National Certificate	Overall grade BTEC National Certificate	UCAS points
72 - 95	PP	80
96 - 119	MP	120
120 - 143	MM	160
144 - 167	DM	200
168 - 216	DD	240

Grade boundaries BTEC National Diploma	Overall grade BTEC National Diploma	UCAS points
108 - 131	PPP	120
132 - 155	MPP	160
156 - 179	MMP	200
180 - 203	MMM	240
204 - 227	DMM	280
228 - 251	DDM	320
252 - 324	DDD	360

For details of the UCAS tariff for BTEC Level 3 CCLD qualification, see the online noticeboard: www.edexcel.com/quals/nat/cclid/pages/viewNotice.aspx?notice=2346

Programme design and delivery

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

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

Mode of delivery

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

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

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

Resources

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

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

Delivery approach

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

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experiences through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should map this evidence against the grading criteria in the specification and make this evidence available to the external verifier. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the learning outcomes of the unit have been met.

Full guidance on Edexcel's policy on APL is provided on our website, go to www.edexcel.org.uk then click on 'About Us' and then 'Policies for Centres'.

Meeting local needs

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

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, centres can seek approval from Edexcel to make use of units from other standard NQF BTEC National specifications. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification has not been diluted. Units that have externally set assignments cannot be imported into other qualifications.

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

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Nationals and/or develop unique units is limited to a total of;

- $\frac{2}{9}$ (for example four 60 GLH units) in a BTEC National Diploma qualification
- $\frac{1}{6}$ (for example two 60 GLH units) in a BTEC National Certificate qualification
- $\frac{1}{6}$ (for example one 60 GLH unit) in a BTEC National Award qualification.

The use of these units cannot be at the expense of the core units in any qualification.

Access and recruitment

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

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

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

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC First qualification in Children's Care, Learning and Development or a related vocational area
- an Intermediate GNVQ in an appropriate vocational area
- a GCSE equivalent to four passes at grade C

- other related Level 2 qualifications
- related work experience.

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

Restrictions on learner entry

Most BTEC National qualifications are accredited on the NQF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for a BTEC National qualification.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Edexcel Level 3 BTEC Nationals are listed on the DfES funding lists Section 96 and Section 97.

Access arrangements and special considerations

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

Further details are given in the policy 'Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications', which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

The Edexcel BTEC Qualification Framework for the Children’s Care Learning and Development sector

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

NQF Level	General Qualifications	BTEC full VRQ courses	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		BTEC Higher National Certificate in Advanced Practice in Work with Children and Families (Education), (Health) and (Management)		
4			BTEC Professional Diploma in Specialised Play for Sick Children and Young People	NVQ Level 4 in Children’s Care, Learning and Development
				NVQ level 4 for Managers in Residential Childcare
3		BTEC National Award, Certificate and Diploma in Children’s Care, Learning and Development	BTEC Certificate in Children’s Care, Learning and Development	NVQ Level 3 in Children’s Care, Learning and Development
2		BTEC First Certificate and Diploma in Children’s Care, Learning and Development	BTEC Certificate in Children’s Care, Learning and Development	NVQ Level 2 in Children’s Care, Learning and Development
1				
Entry				

Further information

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes) or visit our website at www.edexcel.org.uk.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com

Related information and publications include:

- *Accreditation of Prior Learning* available on our website: www.edexcel.org.uk
- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* – (Edexcel, distributed to centres annually)
- key skills publications – specifications, tutor support materials and question papers
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* – (QCA, 2004).
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Skills for Care
Albion Court
Leeds LS1 6JL
Telephone: 0113 245 1716
Fax: 0113 2436417
Website: www.skillsforcare.org.uk

Care Council for Wales
6th Floor
South Gate House
Wood Street
Cardiff CF10 1EW
Telephone: 0292 022 6257
Fax: 0292 038 4764
Website: www.ccwales.org.uk

Northern Ireland Social Care Council
7th Floor
Millennium House
Great Victoria Street
Belfast BT2 7AQ

Telephone: 0289 041 7600

Fax: 0289 041 7601

Website: www.niscc.info

Professional development and training

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

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

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

The national programme of training we offer can be viewed on the Edexcel website (www.edexcel.org.uk). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services on telephone 0870 240 9800 (calls may be recorded for training purposes) to discuss your training needs.

The training we provide:

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

Annexe A

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and 97 and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

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

The QANs for the qualifications in this publication are:

Edexcel Level 3 BTEC National Award in Children's Care, Learning and Development	500/1814/0
Edexcel Level 3 BTEC National Certificate in Children's Care, Learning and Development	500/1813/9
Edexcel Level 3 BTEC National Diploma in Children's Care, Learning and Development	500/1812/7

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Annexe B

Grading domains: Level 3 BTEC generic grading domains

Grading domain 1	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Application of knowledge and understanding (Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> • Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (eg explain why, makes judgements based on analysis). • Applies and/or selects concepts showing comprehension of often complex theories. • Applies knowledge in often familiar and unfamiliar contexts. • Applies knowledge to non-routine contexts (eg assessor selection). • Makes reasoned analytical judgements. • Shows relationships between p criteria. 	<ul style="list-style-type: none"> • Synthesises knowledge and understanding across p/m criteria. • Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. • Uses analysis, research and evaluation to make recommendations and influence proposals. • Analyses implications of application of knowledge/understanding. • Accesses and evaluates knowledge and understanding to advance complex activities/contexts. • Shows relationships with p/m criteria. • Responds positively to evaluation.

Grading domain 2	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Development of practical and technical Skills</p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> • Deploys appropriate advanced techniques/processes/skills. • Applies technical skill to advance non-routine activities. • Advances practical activities within resource constraints. • Produces varied solutions (including non-routine). • Modifies techniques/processes to situations. • Shows relationship between p criteria. 	<ul style="list-style-type: none"> • Demonstrates creativity/originality/own ideas. • Applies skill(s) to achieve higher order outcome. • Selects and uses successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates new techniques/processes for new situations. • Shows relationship with p and m criteria.

Grading domain 3	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Personal development for occupational roles</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.

Grading domain 4	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Application of generic skills (Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

Key skills

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

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

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

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

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

Key skills mapping – summary of opportunities suggested in each unit

Key skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
N3.1								✓		
N3.2								✓		
N3.3								✓		
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.1								✓	✓	✓
ICT3.2								✓	✓	✓
ICT3.3								✓	✓	✓
LP3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PS3.1										
PS3.2										
PS3.3										
WO3.1	✓	✓	✓				✓	✓		
WO3.2	✓	✓	✓				✓	✓		
WO3.3	✓	✓	✓				✓	✓		

Key skills	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
N3.1					✓					
N3.2					✓					
N3.3					✓					
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓	✓	✓	✓		
C3.3	✓	✓	✓	✓	✓	✓	✓	✓		
ICT3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LP3.1	✓	✓		✓	✓		✓	✓	✓	
LP3.2	✓	✓		✓	✓		✓	✓	✓	
LP3.3	✓	✓		✓	✓		✓	✓	✓	
PS3.1					✓					
PS3.2					✓					
PS3.3					✓					
WO3.1			✓		✓	✓				
WO3.2			✓		✓	✓				
WO3.3			✓		✓	✓				

Key skills	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30
N3.1										
N3.2										
N3.3										
C3.1a	✓	✓	✓	✓	✓		✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓		✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓		✓		✓	
C3.3	✓	✓	✓	✓	✓		✓		✓	
ICT3.1	✓	✓	✓	✓	✓	✓			✓	
ICT3.2	✓	✓	✓	✓	✓	✓			✓	
ICT3.3	✓	✓	✓	✓	✓	✓			✓	
LP3.1				✓	✓	✓	✓	✓	✓	✓
LP3.2				✓	✓	✓	✓	✓	✓	✓
LP3.3				✓	✓	✓	✓	✓	✓	✓
PS3.1										
PS3.2										
PS3.3										
WO3.1					✓					
WO3.2					✓					
WO3.3					✓					

Key skills	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38
N3.1								
N3.2								
N3.3								
C3.1a	✓	✓	✓	✓		✓	✓	✓
C3.1b	✓	✓	✓	✓		✓	✓	✓
C3.2		✓	✓	✓		✓	✓	
C3.3		✓	✓	✓		✓	✓	
ICT3.1				✓		✓	✓	
ICT3.2				✓		✓	✓	
ICT3.3				✓		✓	✓	
LP3.1	✓	✓	✓			✓	✓	✓
LP3.2	✓	✓	✓			✓	✓	✓
LP3.3	✓	✓	✓			✓	✓	✓
PS3.1								
PS3.2								
PS3.3								
WO3.1				✓		✓	✓	
WO3.2				✓		✓	✓	
WO3.3				✓		✓	✓	

Annexe D

National Occupational Standards/mapping with NVQs

The following grid maps the knowledge covered in the BTEC Nationals in Children's Care, Learning and Development against the underpinning knowledge of the Level 3 NVQ in Children's Care, Learning and Development

KEY

✓ indicates that the Edexcel Level 3 covers all of the underpinning knowledge of the NVQ unit

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Unit number	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CCLD301	Develop and promote positive relationships	✓			✓									✓	
CCLD302	Develop and maintain a healthy, safe and secure environment for children		✓		✓										✓
CCLD303	Promote children's development			✓	✓			✓				✓	✓		✓
CCLD304	Reflect on and develop practice	✓		✓		✓	✓			✓	✓	✓	✓		✓
CCLD305	Protect and promote children's rights				✓	✓	✓								
CCLD306	Plan and organise environments for children and families														
CCLD307	Promote the healthy and physical development of children				✓				✓	✓		✓	✓		
CCLD308	Promote children's well-being and resilience	✓	✓		✓	✓	✓				✓				
CCLD309	Plan and implement curriculum frameworks for early education							✓						✓	

Unit number	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CCLD310	Assess children's progress according to curriculum frameworks for early education														
CCLD311	Provide leadership for your team														
CCLD312	Plan and implement positive environments for babies and children under 3 years														
CCLD313	Support early intervention for the benefit of children and families														
CCLD314	Provide physical care that promotes the health and development of babies and children under 3 years		✓		✓							✓			
CCLD315	Contribute to supporting parents with literacy, numeracy and language needs														
CCLD316	Maintain and develop a childminding business														
CCLD317	Work with families to enhance their children's learning and development														
CCLD318	Plan for and support self-directed play														
CCLD319	Promote healthy living for children and families									✓					
CCLD320	Care for children at home														
CCLD321	Support children with disabilities or special educational needs and their families									✓					
CCLD322	Empower families through the development of parenting skills														

Unit number	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CCLD323	Use Information and Communication Technology to support children's early learning														
CCLD324	Support the delivery of community based services to children and families									✓					
CCLD325	Support the child or young person's successful transfer and transition in learning and development contexts														
CCLD326	Safeguard children from harm					✓									
CCLD327	Support children who have experienced trauma					✓									
CCLD328	Administer provision within the childcare setting														
CCLD329	Work with a management committee														
CCLD330	Establish and maintain a service for children and families														
CCLD331	Support children and families through home visiting														
CCLD332	Involve families in the childcare setting														
CCLD333	Recruit, select and keep colleagues														
CCLD334	Deliver services to children and families whose preferred language is not English or Welsh														
CCLD335	Allocate and check work in your team														
CCLD336	Contribute to child care practice in group living														

Unit number	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CCLD337	Create environments that promote positive behaviour														
CCLD338	Develop productive working relationships with colleagues	✓													
CCLD339	Co-ordinate special educational needs in early education settings														
CCLD340	Establish, develop and promote quality systems and procedures for the delivery of childcare services														
CCLD341	Advise and mentor those implementing quality systems and procedures for the delivery of childcare services														
CCLD342	Meet regulatory requirements in the childcare setting														
CCLD343	Support learners by mentoring in the work place														
CCLD344	Enable individual learning through coaching														
CCLD345	Help pupils to develop their literacy skills														
CCLD346	Help pupils to develop their numeracy skills														

Unit number	Unit title	15	16	17	18	19	20	21	22	23	24	25	26	27	28
CCLD301	Develop and promote positive relationships														✓
CCLD302	Develop and maintain a healthy, safe and secure environment for children														
CCLD303	Promote children's development			✓	✓	✓									✓
CCLD304	Reflect on and develop practice	✓	✓	✓	✓								✓		✓
CCLD305	Protect and promote children's rights														✓
CCLD306	Plan and organise environments for children and families														
CCLD307	Promote the healthy and physical development of children														
CCLD308	Promote children's well-being and resilience														✓
CCLD309	Plan and implement curriculum frameworks for early education			✓	✓	✓	✓	✓	✓	✓	✓	✓			
CCLD310	Assess children's progress according to curriculum frameworks for early education			✓	✓										
CCLD311	Provide leadership for your team	✓													
CCLD312	Plan and implement positive environments for babies and children under 3 years	✓													
CCLD313	Support early intervention for the benefit of children and families														
CCLD314	Provide physical care that promotes the health and development of babies and children under 3 years														

Unit number	Unit title	15	16	17	18	19	20	21	22	23	24	25	26	27	28
CCLD315	Contribute to supporting parents with literacy, numeracy and language needs														
CCLD316	Maintain and develop a childminding business														
CCLD317	Work with families to enhance their children's learning and development														
CCLD318	Plan for and support self-directed play														
CCLD319	Promote healthy living for children and families														
CCLD320	Care for children at home														
CCLD321	Support children with disabilities or special educational needs and their families													✓	

Unit number	Unit title	15	16	17	18	19	20	21	22	23	24	25	26	27	28
CCLD322	Empower families through the development of parenting skills														
CCLD323	Use Information and Communication Technology to support children's early learning														
CCLD324	Support the delivery of community based services to children and families														
CCLD325	Support the child or young person's successful transfer and transition in learning and development contexts														
CCLD326	Safeguard children from harm														
CCLD327	Support children who have experienced trauma														
CCLD328	Administer provision within the childcare setting														
CCLD329	Work with a management committee														

Unit number	Unit title	15	16	17	18	19	20	21	22	23	24	25	26	27	28
CCLD330	Establish and maintain a service for children and families	✓													
CCLD331	Support children and families through home visiting														
CCLD332	Involve families in the childcare setting														
CCLD333	Recruit, select and keep colleagues	✓													
CCLD334	Deliver services to children and families whose preferred language is not English or Welsh														
CCLD335	Allocate and check work in your team														
CCLD336	Contribute to child care practice in group living														
CCLD337	Create environments that promote positive behaviour														
CCLD338	Develop productive working relationships with colleagues	✓													
CCLD339	Co-ordinate special educational needs in early education settings														
CCLD340	Establish, develop and promote quality systems and procedures for the delivery of childcare services														
CCLD341	Advise and mentor those implementing quality systems and procedures for the delivery of childcare services														
CCLD342	Meet regulatory requirements in the childcare setting														

Unit number	Unit title	15	16	17	18	19	20	21	22	23	24	25	26	27	28
CCLD343	Support learners by mentoring in the work place														
CCLD344	Enable individual learning through coaching														
CCLD345	Help pupils to develop their literacy skills				✓										
CCLD346	Help pupils to develop their numeracy skills			✓											

Unit number	Unit title	29	30	31	32	33	34	35	36	37	38
CCLD301	Develop and promote positive relationships										✓
CCLD302	Develop and maintain a healthy, safe and secure environment for children										✓
CCLD303	Promote children's development										✓
CCLD304	Reflect on and develop practice		✓				✓		✓		✓
CCLD305	Protect and promote children's rights										✓
CCLD306	Plan and organise environments for children and families										
CCLD307	Promote the healthy and physical development of children										
CCLD308	Promote children's well-being and resilience										
CCLD309	Plan and implement curriculum frameworks for early education										
CCLD310	Assess children's progress according to curriculum frameworks for early education										
CCLD311	Provide leadership for your team										
CCLD312	Plan and implement positive environments for babies and children under 3 years							✓			
CCLD313	Support early intervention for the benefit of children and families										

Unit number	Unit title	29	30	31	32	33	34	35	36	37	38
CCLD314	Provide physical care that promotes the health and development of babies and children under 3 years							✓			
CCLD315	Contribute to supporting parents with literacy, numeracy and language needs										
CCLD316	Maintain and develop a childminding business										
CCLD317	Work with families to enhance their children's learning and development										
CCLD318	Plan for and support self-directed play			✓	✓	✓					
CCLD319	Promote healthy living for children and families										
CCLD320	Care for children at home										
CCLD321	Support children with disabilities or special educational needs and their families	✓									
CCLD322	Empower families through the development of parenting skills										
CCLD323	Use Information and Communication Technology to support children's early learning										
CCLD324	Support the delivery of community based services to children and families										
CCLD325	Support the child or young person's successful transfer and transition in learning and development contexts										
CCLD326	Safeguard children from harm										

Unit number	Unit title	29	30	31	32	33	34	35	36	37	38
CCLD327	Support children who have experienced trauma										
CCLD328	Administer provision within the childcare setting										
CCLD329	Work with a management committee										
CCLD330	Establish and maintain a service for children and families										
CCLD331	Support children and families through home visiting										
CCLD332	Involve families in the childcare setting										
CCLD333	Recruit, select and keep colleagues										
CCLD334	Deliver services to children and families whose preferred language is not English or Welsh										

Unit number	Unit title	29	30	31	32	33	34	35	36	37	38
CCLD335	Allocate and check work in your team										
CCLD336	Contribute to child care practice in group living										
CCLD337	Create environments that promote positive behaviour										
CCLD338	Develop productive working relationships with colleagues										
CCLD339	Co-ordinate special educational needs in early education settings										
CCLD340	Establish, develop and promote quality systems and procedures for the delivery of childcare services										
CCLD341	Advise and mentor those implementing quality systems and procedures for the delivery of childcare services										
CCLD342	Meet regulatory requirements in the childcare setting										
CCLD343	Support learners by mentoring in the work place										
CCLD344	Enable individual learning through coaching										
CCLD345	Help pupils to develop their literacy skills										
CCLD346	Help pupils to develop their numeracy skills										

Annexe E

BTEC National in Early Years – old (specification end date – 31st August 2007)/BTEC National in Children’s Care, Learning and Development – new (specification start date – 1st of September 2007) – unit mapping overview

Old units New units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Unit 1		P																					
Unit 2					P																		
Unit 3							P	P															
Unit 4						P																	
Unit 5			P																				
Unit 6	P											P											
Unit 7				P							P												
Unit 8									P											P			
Unit 9										P													
Unit 10																							
Unit 11																							
Unit 12																				P			
Unit 13													P										
Unit 14														P									
Unit 15													P										
Unit 16																							

Old units	24	25	26	27	28	29
New units						
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						
Unit 7						
Unit 8						
Unit 9						
Unit 10						
Unit 11					P	
Unit 12						
Unit 13						
Unit 14			P			
Unit 15	P					
Unit 16						
Unit 17						
Unit 18						
Unit 19						
Unit 20						P

Annexe F

Wider curriculum mapping

Study of the Edexcel Level 3 BTEC Nationals in Children's Care Learning and Development give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel Level 3 BTEC Nationals in Children's Care Learning and Development make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- spiritual issues – for example through opportunities presented within *Unit 8: Research Methodology for Children's Care, Learning and Development*
- moral and ethical issues – for example through opportunities presented within *Unit 8: Research Methodology for Children's Care, Learning and Development*
- social and cultural issues – for example within *Unit 1: Positive Relationships for Children's Care, Learning and Development*.

Environmental issues

Learners are encouraged to appreciate the importance of environmental issues throughout the specification.

European developments

Much of the content of the Edexcel Level 3 BTEC Nationals in Children's Care Learning and Development applies throughout Europe, even though the delivery is in a United Kingdom context. *Unit 34: European Approaches to Children's Care, Learning and Development* provides a particular focus for European issues.

Health and safety considerations

The Edexcel Level 3 BTEC Nationals in Children's Care Learning and Development are practically based and health and safety issues are encountered throughout the units. Learners will develop awareness of the safety of others as well as themselves in all practical activities.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel Level 3 BTEC Nationals in Children's Care Learning and Development.

Wider curriculum mapping

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	
Spiritual issues								✓												
Moral and ethical issues								✓												
Social and cultural issues	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
Environmental issues																				
European developments																				
Health and safety considerations		✓		✓	✓							✓								✓

Wider curriculum mapping

	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	
Spiritual issues																				
Moral and ethical issues																				
Social and cultural issues					✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Environmental issues																				
European developments																				
Health and safety considerations	✓	✓	✓	✓			✓													✓

Annexe G

Common Core of Skills and Knowledge for the Children’s Workforce mapping

The Common Core of Skills and Knowledge for the children’s workforce should underpin all work with children. The common core reflects a set of common values for practitioners that promote equality, respect diversity and challenge stereotypes, helping to improve the life chances of all children and young people, and the role of the parents, carers and families play in helping children and young people achieve the outcomes identified in *Every Child Matters*. This mapping indicates opportunities where the underpinning knowledge and demonstration of skills can be demonstrated whilst studying the BTEC Nationals in Early Years.

Unit	Knowledge and skills					
	Effective communication and engagement	Child and young person development	Safeguarding and promoting the welfare of the child	Supporting transitions	Multi-agency working	Sharing information
Unit 1	✓			✓	✓	✓
Unit 2			✓			
Unit 3		✓		✓		
Unit 4	✓		✓		✓	✓
Unit 5			✓			
Unit 6			✓	✓		
Unit 7		✓				
Unit 8						
Unit 9			✓			

Unit	Knowledge and skills							
	Effective communication and engagement	Child and young person development	Safeguarding and promoting the welfare of the child	Supporting transitions	Multi-agency working	Sharing information		
Unit 10			✓					
Unit 11			✓					
Unit 12			✓					
Unit 13								
Unit 14		✓						
Unit 15					✓			
Unit 16	✓		✓	✓				
Unit 17		✓						
Unit 18		✓						
Unit 19		✓						
Unit 20		✓						
Unit 21		✓						
Unit 22		✓						
Unit 23		✓						
Unit 24		✓						

Unit	Knowledge and skills							
	Effective communication and engagement	Child and young person development	Safeguarding and promoting the welfare of the child	Supporting transitions	Multi-agency working	Sharing information		
Unit 25		✓						
Unit 26		✓						
Unit 27		✓	✓	✓	✓			✓
Unit 28			✓					
Unit 29			✓					
Unit 30			✓					
Unit 31								
Unit 32		✓						
Unit 33		✓						
Unit 34		✓						
Unit 35		✓						
Unit 36								
Unit 37								
Unit 38	✓	✓						

Annexe H

The Early Years Foundation Stage mapping

Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A unique child	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Positive relationships	✓	✓	✓	✓	✓	✓	✓			✓				✓
Enabling environments		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Learning and development			✓	✓			✓			✓				✓

Theme	15	16	17	18	19	20	21	22	23	24	25	26	27	28
A unique child	✓	✓	✓	✓	✓					✓	✓		✓	✓
Positive relationships	✓	✓									✓		✓	✓
Enabling environments	✓	✓								✓	✓		✓	
Learning and development		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓

Theme	29	30	31	32	33	34	35	36	37	38
A unique child		✓	✓	✓	✓		✓			✓
Positive relationships		✓	✓	✓	✓		✓			✓
Enabling environments		✓	✓	✓	✓		✓			✓
Learning and development			✓	✓	✓		✓			✓

Annexe I

Contextualised Grading Grid for Unit 29: Specific Learning Difficulties: Dyslexia and Dyspraxia

Assessment

In order to achieve a merit, learners need to take an overview of current provision in their home country for the early identification and support of specific learning difficulties. They should examine the provision in detail and explain how and why it is effective, showing reflection.

In order to achieve a distinction, learners also then need to evaluate the provision, identifying strengths and weaknesses and areas where improvements could be made.

Grading criteria		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>To achieve a pass grade the evidence must show that the learner is able to:</p> <ul style="list-style-type: none"> • Discuss specific learning difficulties and the importance of early identification. • Analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies. • Evaluate the concept of inclusive education. • Discuss the range of characteristics and learning difficulties that may be evident in children with dyslexia and dyspraxia. • Analyse the effect of the learning difficulties on development and learning. • Analyse the effect of the characteristics on behaviour, self-esteem and confidence. • Evaluate a range of dyslexia and dyspraxia screening and assessment techniques used for the early years. • Discuss barriers to both effective assessment and implementation of additional support. • Evaluate a range of inclusive strategies used to support children with dyslexia and dyspraxia. • Evaluate the process of gaining a statement of special educational needs (Code of Practice for Special Educational Needs 2001). 	<ul style="list-style-type: none"> • Analyse current provision for the early identification and support of specific learning difficulties. 	<ul style="list-style-type: none"> • Evaluate current provision for the early identification and support of specific learning difficulties. 	

Contextualised Grading Grid for Unit 37: Academic Literacy in the Children's Care, Learning and Development Sector

Assessment

For M1 learners should broaden their study to include the range of influences on the literature presented in two key debates, and analyse the different approaches. It is likely that learners will develop their work for P1 and P2 using concepts of validity in their analysis.

M2 requires learners to analyse styles of writing and this task is likely to develop from P1, P2 and M1. Learners should ensure that they briefly cover all the styles of writing and should work with examples from the sector context. Advantages and disadvantages should be considered in terms of purpose, intended audience and understanding.

For M3, analysis should involve a detailed examination in order that learners can fully compare the two theories. This analysis will be supported if learners apply theories to their own learning. The analysis should move a stage further than the comparison required in P4, ensuring that learners begin to make valued judgements of the theories.

D1 requires learners to assess the value of literature in key debates and learners should use evidence from analysis and a holistic view of the influences affecting content. D2 requires learners to use theories of learning in understanding how they learn. They should draw conclusions from the evaluation for future development.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the use of style and format to present two key debates in children's care, learning and development	M1 analyse and compare the influences affecting the content of literature that contributes to two key debates	D1 evaluate the contribution of literature to two key debates
P2 examine the validity of texts that contribute to a key debate	M2 analyse styles of writing, detailing advantages and disadvantages	D2 evaluate two theories of learning in relation to own learning.
P3 use grammar, punctuation, vocabulary and format appropriate for children's care, learning and development	M3 analyse two theories of learning.	
P4 compare two theories of learning		
P5 analyse local resources and their appropriateness for children's care, learning and development		
P6 produce a personal development plan for own learning.		

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