

Delivering BTEC during Coronavirus (COVID-19)

September 2020 to August 2021



Early Years

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

Teaching, learning and assessment

Last updated 25 November 2020



Introduction

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

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

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

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

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

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



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Overview: Early Years

Social Distance

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

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

Lost time teaching

Many learners will have lost teaching and work placement time between March and July, and this could possibly impact on planning in 2020/2021, particularly where units require evidence from work placement or are needed for synoptic assessment later in the programme. Loss of work

placement hours and experience could impact on learners' ability to draw on different examples to meet assessment requirements across different age ranges.

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

Flexibility of delivery and assessment

For Early Years qualifications the delivery and assessment require evidence from the work placements to demonstrate core skills for working in the early years. Centres could adapt their delivery model, delivering more units long and thin, concentrating on teaching and assessing the theory elements of units and then practical



elements later in the academic year, when work placements may be more accessible. Well-written scenarios could be used for some practical elements, where it would not be possible to carry out in the work placement. Adaptations could be made, where learners observe and reflect on the practice of professionals, which could be supported by a professional discussion to confirm understanding and relevance in early years. This would provide flexibility when supporting practical elements of the course, which may be limited due to social distancing and/or the work placements own risk assessments.

Are there other methodologies that can be used to support the purpose of the qualification?

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

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



Work placement hours

BTEC National Extended Certificate or Foundation Diploma in CPLD

The mandatory work placement hours for learners registered on the BTEC National Extended Certificate or Foundation Diploma in CPLD have been removed for 2020/2021. However, centres are encouraged to continue to work with Early Years settings to support learners in possibly accessing a placement. Below are some **'Work placement - Helpful suggestions'**

Centres need to be mindful that if learners are registered on either the Extended Certificate or Foundation Diploma size and plan to 'top up' to a Diploma or Extended Diploma size (Licence to Practice) in 2021/2022 then the removal of mandatory placement hours **does not** apply to them.

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

Learners registered on the BTEC National Diploma and Extended Diploma in CPLD will undertake a minimum of 750 hours of practical work placements in a minimum of two settings. There should be an interim and final CPLD 3 form and one final CPLD 4 form for each placement. This means that a learner taking the Diploma and Extended Diploma must have a minimum of three reports. In order to meet the criteria of the Early Years Educator status, the learner must undertake placements in each of the age ranges listed below. This will ensure that the learner understands every aspect of children's further development:

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

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



Learners completing the BTEC National Diploma/Extended Diploma in CPLD (Early Year Educator) in Summer 2021

For those learners certificating in **Summer 2021**, the 750 placement hours will be managed pragmatically, with the overarching consideration being that the EYE criteria, as appropriate, is met during the learner's time on the programme.

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

- Experience of a minimum of two different settings
- Minimum of 100 hours in the following age ranges:
 - ✓ From birth to one year 11 months
 - ✓ From two years to four years 11 months
 - ✓ From five years to seven years 11 months
- Completion of the 100 Practical Evidence Portfolio (PEP) skills. Learners should refer to the [Practical Evidence Portfolio \(EYE\) Guidance 2020-2021](#) for support with skills that can be assessed by either a

simulated activity or evidence gained from work placement.

- One CPLD 3 form and one CPLD 4 form for each age group. We understand that there are currently restrictions due to COVID-19 on School/College assessors accessing Early Years settings to undertake learner observations. During 2020/21, centres can make use of Setting Supervisors in completing Witness Testimonies/CPLD 3/ forms to provide evidence of learner competencies/skills.
- Learners who are progressing from the Level 2 qualifications with mandated work placements to Level 3 during this academic year (2020/21) are permitted to carry forward up to 25% of the total work experience/practice hours that were undertaken during the completion of their Level 2 qualification.



BTEC Technical Diploma in CPLD (Early Year Practitioner)

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

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

Learners completing the BTEC Technical Diploma in CPLD (Early Year Practitioner) in Summer 2021

For those learners certificating in **Summer 2021**, the 280 placement hours will be managed pragmatically, with the overarching consideration being that the EYP criteria, as appropriate, is met during the learner's time on the programme.

Learners should focus on the completion of the criteria contained within the [Placement Experience Assessment Portfolio of Evidence \(EYP\) Guidance 2020-2021](#) for support with the practical criteria that can be assessed by either a simulated activity or evidence gained from work placement.

We understand that there are currently restrictions due to COVID-19 on School/College assessors accessing Early Years settings to undertake learner observations. During 2020/21, centres can make use of Setting Supervisors in completing Witness Testimonies/Form TD-CPLD 3 to provide evidence of learner competencies/skills.



Work placement – Helpful suggestions

- Assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk.
- Centres to have a strategy in place for reducing the risk and following local protocols.
- Reassuring employers by training assessors/teachers/tutors in infection control and following risk assessments.
- Using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit.
- Make use of an Expert Witness Testimony and training Expert Witnesses to provide valid evidence
- Making use of remote technology for everything except observations. E.g. assessors/teachers/tutors' meetings with the learner's supervisors or Expert Witnesses to discuss an observation.
- The only observations where remote technology can be used are where there are no children present such as: personal development areas of competence
- Planning for placement and phasing these for Year 2 learners as a priority.
- Supporting employers by preparing learners in infection control and risk assessments.
- Working with employers to plan for placements
- If unable to access placements simulations can be used for skills such as: making bottle feeds, changing nappies etc but not skills like story telling or activities where interaction with children to determine learners' competencies.
- Consider block placements rather than weekly especially for Year 2 learners.
- Remote/blended learning should continue when there are delays to accessing work placement.
- Centres could focus on the theoretical units/learning aims until learners are able to access work placements. For example, focussing on the theoretical teaching and learning for the mandatory Unit 3 (Learning Aim A and B) and return to Learning Aim C (Practically assessed) when learners can access placement. This can all be reflected on the Assessment Plan.



Assessment and delivery

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



BTEC Technical Diploma Children's Play Learning and Development (2017-EYA and 2019-EYP) <i>Licence to Practice</i>			
Unit 3: Developing Professional Practice Skills for Work in Early Years Settings	Partial	✓	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the 'Demonstrate' assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
Unit 4: Supporting Children's Physical Care Routines	Partial	✓	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the 'Demonstrate' assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>



<p>Unit 5: Supporting Children’s Learning Through Play</p>	<p>Partial</p>	<p>✓</p>	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the ‘Demonstrate’ assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor</p> <p><i>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</i></p>
<p>Unit 6: Supporting Children’s Communication, Literacy and Language Development</p>	<p>Partial</p>	<p>✓</p>	<p>This unit links directly to work in the setting.</p> <p>Some elements can be delivered via remote learning e.g. theory. However, the ‘Demonstrate’ assessment requires evidence of practice in work placement.</p> <p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor</p> <p><i>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</i></p>



<p>Unit 7: Developing Professional Practice in Early Years Setting</p>	<p>Partial</p>	<p>✓</p>	<p>If a learner cannot be observed in the workplace, by a centre work placement officer, then an Expert Witness testimony and a remote meeting could take place between the centre work placement officer and the Early Years setting supervisor</p> <p>This unit is assessed through evidence from the work placement. This unit is designed to be assessed towards the end of the programme. If learners are in work placement, even if this is delayed, they should still be able to provide evidence for this unit. This unit could have some adaptations to the assessment requirements but would require evidence from work placement, so it does not impact on the validity of the qualification.</p> <p>Learning Aim A could be assessed without evidence from work placement.</p> <p>Learning Aim B & C - If a learner cannot not be observed in the workplace, by a centre work placement officer, then an expert witness testimony and/or remote meeting could take place between the teacher in centre and the Early Years setting supervisor</p> <p>Learning Aim D could not be adapted as this requires learners to reflect on evidence from work placement and a skills audit. As this is likely to be assessed at the very end of the programme, it would be anticipated that learners will have been able to attend work placement and completed all other internal units, so should be able to present suitable evidence for assessment.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support.</i></p>
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BTEC Nationals in Children's Play Learning and Development (2016 RQF) Including Extended Certificate, Foundation Diploma size and License to Practice - Diploma and Extended Diploma size

<p>Unit 3: Play and Learning</p> <p><i><u>Please note - There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</u></i></p>	<p>✓</p>	<p>✓</p>	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>Learning Aim B and C requires learners to make links to work placement or a familiar Early Year setting. If learners are temporarily unable to access work placement, they could be provided with well-written case studies and/or You Tube clips demonstrating good practice. It is also encouraged that learners 'demonstrate' the support they would provide through role plays.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support.</i></p>
<p>Unit 5: Keeping children safe</p> <p><i><u>Please note - There will be No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</u></i></p>	<p>✓</p>	<p>✓</p>	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>Parts of this unit are assessed through work placement experience.</p>



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



			<p>Learners would be able to plan activities to support physical play but may not be able to support them. Reflecting on good practice in supporting activities and/or observing staff implementing activities could provide evidence for this.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support.</i></p>
<p>Unit 7: Children's Personal, Social and Emotional Development.</p> <p><i><u>Diploma and Extended Diploma only</u></i></p> <p><i>Please note - There will be <u>No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</u></i></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>Much of this unit is theoretical and therefore would benefit from case studies, You Tube clips of television programmes/documentaries to provide learners with a contextual understanding through the delivery of this unit.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support.</i></p>
<p>Unit 8: Working with Parents and Others in Early Years</p> <p><i><u>Diploma and Extended Diploma only</u></i></p> <p><i>Please note - There will be <u>No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</u></i></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>Learner could observe staff working with parents and reflect on good practice seen. Learners could engage in professional discussion to show knowledge of good practice in working with parents and colleagues.</p>



			<p>If a learner is not able to be observed in the setting, a professional discussion between supervisors and Centre Work Placement Officers could take place remotely to collate evidence.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
<p>Unit 9: Observation, Assessment and Planning</p> <p><i>Diploma and Extended Diploma only</i></p> <p><i>Please note - There will be <u>No adaptations to assessment</u> available for this unit for those learners completing the <u>Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</u></i></p>	✓	✓	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>High quality video clips are available to support learners in practicing and completing observations</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
<p>Unit 10: Reflective Practice</p> <p><i>Diploma and Extended Diploma only</i></p> <p><i>Please note - There will be <u>No adaptations to assessment</u> available for this unit for those learners completing the <u>Licence to Practice</u></i></p>	Partially	Partially	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>It is strongly recommended that this unit is delivered towards the final term of the 2nd year of programme, to consider any delays in work placement</p> <p>Learning Aim A and B would not require any adaptations. Learners in year 2 are likely to have had experience in work placement, to draw on examples for Learning Aim B.</p>



<p><u>sizes of the qualification (Diploma and Extended Diploma)</u></p>			<p>There may be restriction on learners being observed in work placement and this could be adapted by a remote meeting/discussion between the Centre Work Placement Officer and supervisors in placement.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
<p>Unit 11: The Early Years Foundation Stage</p> <p><u>Diploma and Extended Diploma only</u></p> <p><i>Please note - There will be <u>No adaptations to assessment available for this unit for those learners completing the Licence to Practice sizes of the qualification (Diploma and Extended Diploma)</u></i></p>	<p>Partially</p>	<p>Partially</p>	<p>This unit requires some evidence from work placement. All theory can be delivered remotely and socially distanced.</p> <p>Consider delivering this unit long and thin, to allow for any delays in work placements.</p> <p>There may be restriction on learners being observed in work placement and this could be adapted by a remote meeting/discussion between the Centre Work Placement Officer and supervisors in placement.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>



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

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



<p>Unit 3: Communication with Children and Adults</p>	<p>Partial</p>	<p>Partial</p>	<p>This unit links directly to work in the setting. Some elements can be delivered remotely e.g. theory, but the assessment requires evidence of practice in work placement</p> <p>It is recommended that this unit is delivered long and thin, to allow assessment to take place towards the end of the year, when there may be less restrictions in work placement.</p> <p>Professional discussion could be used with tutors and learners to demonstrate communication skills and this could be supported by scenarios to show how/when different communication skills could be used.</p> <p>If a learner could not be observed in placement, by a Centre Work Placement Officer, then an Expert Witness Testimony and remote meeting could take place between the Centre Work Placement Officer and settings staff.</p> <p>Evidence of communication skills could be provided by an Expert Witness from the work placement.</p> <p><i>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</i></p>
<p>Unit 4: Preparing and Maintaining Environments for Child Care</p>	<p>✓</p>	<p>✓</p>	<p>This unit would be suitable for both remote and socially distanced learning, with some adaptations.</p> <p>It may be useful for learners to see videos from television programmes such as ‘The secret life of 4 and 5 year olds’ . There are also a range of short recordings on ‘You Tube’ to enable learners to contextualise their learning and provide support through the assessment.</p> <p><i>Mandatory Work Placement – Please see above section ‘Work Placement – Helpful suggestions’ for additional support</i></p>



Unit 5: Professional Development, Roles and Responsibilities in Child Care	Partial	Partial	<p>This unit links directly to work in the setting. Some elements can be delivered remotely e.g. theory, but the assessment requires 'Demonstrate', which requires evidence of practice in work placement .</p> <p>Should there be a delay to attending work placement then learners can be encouraged to view online You Tube scenarios/clips.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
Unit 6: Supporting Children's Play and Learning	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p>It may be useful for learners to see videos from television programmes such as 'The secret life of 4 and 5 year olds' . There are also a range of short recordings on 'You Tube' to enable learners to contextualise their learning and provide support through the assessment.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
Unit 7: The Development and Care of Babies and Children Under Three Years	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning, with some adaptations.</p> <p>It would be recommended that centres do not deliver this unit, if learners do not have access to work placement with children aged 0-3 years.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>
Unit 8: Providing Support for Children with Disabilities or Special Educational Needs	✓	✓	<p>This unit would be suitable for both remote and socially distanced learning.</p> <p><i>Mandatory Work Placement - Please see above section 'Work Placement - Helpful suggestions' for additional support</i></p>



BTEC First in Children’s Play, Learning and Development Including: Award and Certificate size

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



Thematic Guidance	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
BTEC QCF L1 – Caring for Children			
<p>Knowledge and Understanding</p> <p>Unit 7, 11, 12, 18, 19</p>	✓	✓	<p>These units require learners to produce assignments based on their theoretical knowledge and understanding. It is encouraged that learners take part in discussion and practical teaching and learning to enable them to complete the assessment.</p> <p>Where teaching and learning is remote, learners could be encouraged to make use of 'You Tube' clips of children taking part in everyday routines such as 'snack time' in Early Years settings and remote presentations of the skills and knowledge they have gained.</p> <p>Well written case studies/scenarios will support learners in applying their understanding for e.g. Unit 7 'Communication Skills with Children' learners could use scenarios to demonstrate how and why they communicate with children the way they would. The use of storyboards instead of role plays can also be beneficial.</p> <p>Learners can watch programmes such as 'The secret life of 4- and 5-year olds', which will encourage contextualisation.</p> <p>When teaching and learning is not remote and access to a school/college is available, role plays and the collection of observations and one-to-one discussions with learners would support the teaching and assessment of these units.</p>