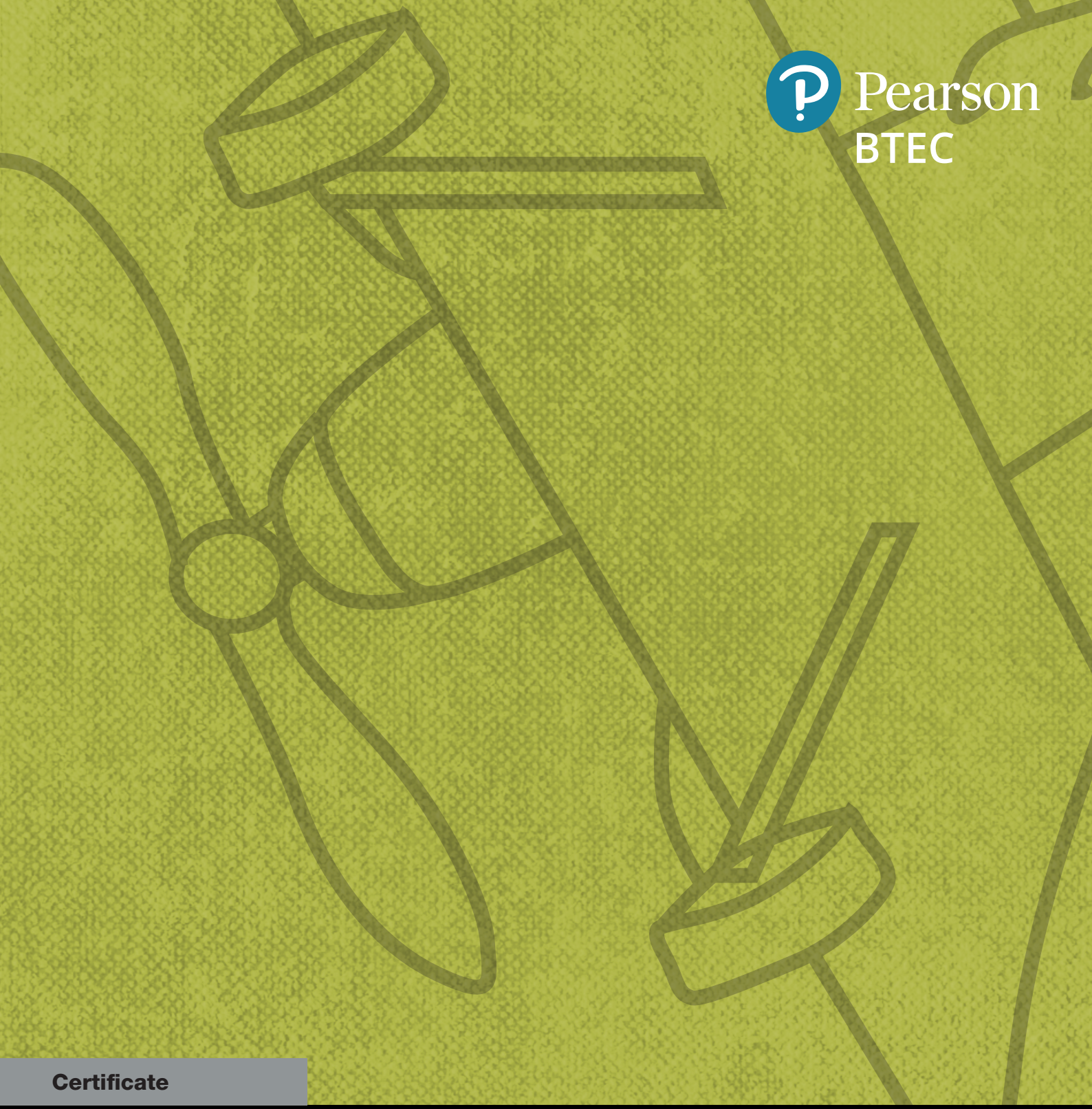

Pearson BTEC

Certificate

Specification

BTEC FIRST CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

From September 2018

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

Issue 5

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

Specification

First teaching September 2018

Issue 5

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development specification Issue 5 additional change

Summary of changes made between previous issue and this current issue	Page/section number
The wording in *Section 8 Internal assessment* subsection *Dealing with malpractice* has been updated to clarify suspension of certification in certain circumstances.	Page 28

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com.

Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

What are the key principles of the BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations and embedded four key design principles into the BTEC Firsts.

1 Standards: a common core and external assessment

Each new Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lies at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units; contextualised English and mathematics

The **mandatory units** assess knowledge, understanding and skills that are essential to the curriculum area or vocational industry. These mandatory units ensure that all learners receive a thorough grounding in the sector to support progression to their next stage in education or employment.

The **optional specialist units** provide a closer focus on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

4 Recognising achievement: opportunity to achieve at level 1

The BTEC Firsts will continue to provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units in one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who helped to shape these new qualifications. We hope you enjoy teaching the course.

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Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

- the objectives of each qualification in the suite
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

Qualification title and Qualification Number

Qualification title	**Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development**
Qualification Number (QN)	**600/7865/0**

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information on certification is in our *UK Information Manual*, available on our website: qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an Apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Application of Science
- Applied Science
- Art and Design
- Business
- Children's Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Health and Social Care
- Hospitality
- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Sport
- Travel and Tourism.

Visit qualifications.pearson.com for information about these qualifications.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as schools, colleges and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- help you to secure a balanced curriculum overall, so learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways into further study or an Apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

These qualifications have been designed to provide progression from the following qualifications, which contain sector-relevant content at Level 1:

- Pearson BTEC Level 1 Diploma in Caring for Children.

This qualification is also designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies.

See our website for further details.

2 Key features of the Pearson BTEC First Certificate

The Pearson BTEC Level 1/Level 2 First Certificate:

- is a level 2 qualification; it is graded at Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.
- is for learners aged 14 years and over
- is a 240 guided-learning-hour qualification (equivalent in teaching time to two GCSEs)
- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the Regulated Qualifications Framework (RQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. The mandatory *Unit 2: Promoting Children's Development Through Play* will enable learners to integrate learning from other units in the qualification.

Learners can register for this version of the BTEC Level 1/Level 2 First Certificate qualification from September 2017. The first certification opportunity for this qualification will be 2018.

Types of units within the qualification

The BTEC First qualifications have mandatory units and optional specialist units. See *Section 4 Qualification structure* for more detailed information. For this qualification, learners will need to complete all the mandatory units and, where appropriate, a selection of optional specialist units. This is to ensure that all learners have broad and balanced coverage of the vocational sector.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. These units support the remainder of the learning needed for these qualifications. There will be both internal- and external assessment.

Optional specialist units

The remaining units in these qualifications are sector-specific, optional specialist units. These units focus on a particular area within the vocational sector and give learners an opportunity to demonstrate knowledge, skills and understanding.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Children's Play, Learning and Development sector

This suite of BTEC Firsts for the Children's Play, Learning and Development sector is available in the following sizes:

	GLH	**TQT**
First award	120	180
First certificate	240	365

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

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

Rationale for the Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development

The rationale for all qualifications in the BTEC First suite in Children's Play, Learning and Development is to:

- inspire and enthuse learners to consider a career in the early years sector, or related sectors, where knowledge of child development is relevant
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector
- support progression to a more specialised Level 3 vocational or academic course, such as in early years, health and social care or psychology, or an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment within the early years sector.

Within the suite, the **Pearson BTEC Level 1/Level 2 First Certificate** qualification has been developed to meet the needs of learners with a range of educational requirements. These include learners who:

- wish to add breadth to their knowledge and understanding of the sector as part of their career progression and development plans
- have had some achievement in their Key Stage 4 programme and wish to top-up their Level 2 achievement to progress to employment or other qualifications
- are working towards achieving Level 2 English and/or mathematics qualifications in a post-16 setting and wish to complement their study programme with a qualification that supports preparation for work or progression.

The provision for study in the BTEC Level 1/Level 2 BTEC First Certificate

This qualification is built on four **mandatory units** that form the fundamental knowledge and understanding of child development and of promoting development through play, which explore key early years principles and promoting children's positive behaviour. The qualification also includes a choice from four **optional specialist units**, that provide an opportunity to develop a broader understanding of the early years sector, including health and safety, supporting children's language and literacy development, nutrition for children, as well as roles, responsibilities and career pathways in the sector. It introduces a limited number of specialist areas, and the opportunity to acquire some of the knowledge and understanding identified by employers as the fundamental building blocks for future competence in the workplace.

This qualification has been developed to reflect recent thinking and research in the sector, such as the Tickell Review (2011) and Nutbrown Review (2012). For example, the importance of having knowledge and understanding of child development for the age range of birth up to eight years (i.e. up to and including seven years and eleven months).

Within the units, for clarity for learners at this level, this is broken down into age ranges relevant for that particular unit. For example, in *Unit 1: Patterns of Child Development* the age ranges are broken down into categories (birth up to twelve months, twelve months up to three years, three years up to five years and five years up to eight years)

with further details of the key developmental milestones within them; and in *Unit 2: Promoting Children's Development Through Play* the age ranges reflect the common groupings found within early years settings (such as the under twos' playroom).

Mandatory units

The mandatory units underpin the fundamental knowledge and understanding of the early years sector.

- *Unit 1: Patterns of Child Development* – this unit reflects the importance of child development for the age range, which is also reflected in the focus of this qualification on birth up to eight years. This unit is externally assessed to ensure learners know the developmental milestones and can apply this knowledge and understanding to case studies.
- *Unit 2: Promoting Children's Development Through Play* – this unit reflects the importance of play as a route of children's learning, which also forms the basis of early years frameworks, such as the Early Years Foundation Stage (England) and Foundation Phase (Wales).
- *Unit 3: The Principles of Early Years Practice* – this unit ensures learners appreciate the importance of inclusive practice and the key person approach within the early years sector.
- *Unit 4: Promoting Children's Positive Behaviour* – this unit has been added in the Certificate as a mandatory unit. As learners studying a larger size qualification may already be considering a career in the early years sector, they will, therefore, need to understand how to promote and support children's positive behaviour, which is a key skill when working with children. This unit is externally assessed in order to ensure learners are able to apply their knowledge and understanding to different scenarios within the early years sector.

Optional specialist units

The optional specialist units build on the learning from the mandatory units. For example, Units 5, 6, 7 and 8 build on Units 1 and 2, through exploring how different factors affect child development and the role of play in the early years sector. These units also build on Unit 3 from the Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development, by introducing learners to the wider principles that underpin the early years sector.

In the Certificate, learners are required to take at least **three** of the **four optional specialist units** to ensure they have a broad understanding of the early years sector.

- *Unit 5: Health and Safety in Early Years Settings* – this unit introduces learners to the important health and safety practices used within the early years sector, to ensure the safety of children.
- *Unit 6: Supporting Children's Language and Literacy Development* – this unit introduces learners to ways of supporting children's language and literacy development, which reflects the increasing importance of literacy skills.
- *Unit 7: Making Healthy Food Choices for Children* – this unit explores the basic nutritional and dietary needs of children from birth up to eight years, reflecting the importance of nutrition for children as it affects their growth and development.
- *Unit 8: Introduction to Working in the Early Years Sector* – this unit introduces learners to roles and responsibilities in different types of early years settings to help inform future career planning, and reflects recent developments in the sector.

Unit 2 Promoting Children's Development Through Play allows learners to draw together and apply their understanding of early years practice and principles of child growth and development in order to assess how structured play activities promote children's development.

This qualification is intended for level 2 learners, with level 1 achievement possible, where appropriate, for some learners. This qualification also signposts links to the GCSE English and mathematics criteria to help improve learners' literacy and numeracy.

Note: The Pearson BTEC Level 1/Level 2 First Certificate can be taken as a stand-alone qualification or can be 'topped up' from the Award with additional units to make up the requisite number of guided learning hours. For details of the rules of combination see *Section 4, Qualification structure.*

Please see *Annexe C* for the structure of the BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development qualification and see the *Information Manual* for further details.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development includes two externally assessed units to introduce externality into vocational programmes of study. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent evidence of learning and progression alongside the portfolio-based assessment. This approach will also assist learners with developing their transferable skills in analytical writing, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provides evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work in the early years sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure that learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development provides the knowledge, understanding and skills for level 2 learners to progress to:

- other Level 2 vocational qualifications
- Level 3 vocational qualifications, such as the BTEC Nationals in Children's Play, Learning and Development, or BTEC Nationals in other sectors, such as in health and social care.
- related academic qualifications, such as the GCE in Health and Social Care, or Psychology
- employment within the early years sector in due course, for example as an apprentice.

Learners who achieve the qualification at level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs, GCSE in Health and Social Care or GCSE in Psychology.

English and mathematics

English and mathematics are essential for progression to further education and employment.

The BTEC First Certificate in Children's Play, Learning and Development supports the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. These will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring relevant contexts.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress, ultimately, to employment. Employers require learners to have certain technical skills, knowledge and understanding, but they also require employees to demonstrate employability skills. These skills enable learners to adapt to the roles needed to survive in the global economy and enhance their effectiveness in the workplace.

Employability skills include: self-management, teamworking, business and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the suggested assignment outlines at the end of each unit.

For example, across the optional specialist units learners develop:

- project-/self-management and independent-learning skills, through units such as *Unit 8: Introduction to Working in the Early Years Sector*, which requires learners to research the sector
- communication skills, through units such as *Unit 6: Supporting Children's Language and Literacy Development*, which requires learners to know how to communicate to support children's language and literacy development
- business awareness and customer awareness skills, through units such as *Unit 8: Introduction to Working in the Early Years Sector*, which covers the skills and personal attributes needed to work in different roles in the early years sector.

Stakeholder support

The Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

4 Qualification structure

The Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development is taught over 240 guided learning hours (GLH). It has mandatory and optional specialist units.

Learners must complete the four mandatory units, and a choice of optional specialist units to reach a total of 240 GLH.

If a learner has already achieved a BTEC Level 1/Level 2 First Award qualification, they may carry forward their unit results for use in larger BTEC Level 1/Level 2 First qualifications within the same sector.

The units available in the BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development qualification are units 1 to 3. Please see *Annexe C* for the structure of the BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development qualification.

This BTEC First Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development			
Unit	**Mandatory units**	**Assessment method**	**GLH**
1	Patterns of Child Development	External	30
2	Promoting Children's Development Through Play	Internal	30
3	The Principles of Early Years Practice	Internal	60
4	Promoting Children's Positive Behaviour	External	30
	Optional specialist units		
5	Health and Safety in Early Years Settings	Internal	30
6	Supporting Children's Language and Literacy Development	Internal	30
7	Making Healthy Food Choices for Children	Internal	30
8	Introduction to Working in the Early Years Sector	Internal	30

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by a local nursery or play group
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace
- including employers in the delivery of the programme. You may, for example, wish to invite guest speakers or organise visits to local early years settings
- liaising with employers to make sure a course is relevant to learners' specific needs.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learners' experience where relevant, for example by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil in learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to come to speak to the learners about their childcare provision needs
- visits to local early years settings, such as nurseries or play groups
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

The term 'parent(s)'

Where the term 'parent(s)' is used in units, it is taken to mean any primary carer or anyone who has parental responsibility for children. This may include foster, step or adoptive parents.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunities to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*).

6 Access and recruitment

Our policy regarding access to our 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 those wishing to access the qualifications.

This is a qualification aimed at level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

This qualification can be taken as a stand-alone qualification can extend the achievement that learners have demonstrated through the Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development qualification with additional units to make up the requisite number of Guided Learning Hours and to fulfil the rules of combination. See *Section 4, Qualification structure.*

Please see *Annexe C* for the structure of the BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

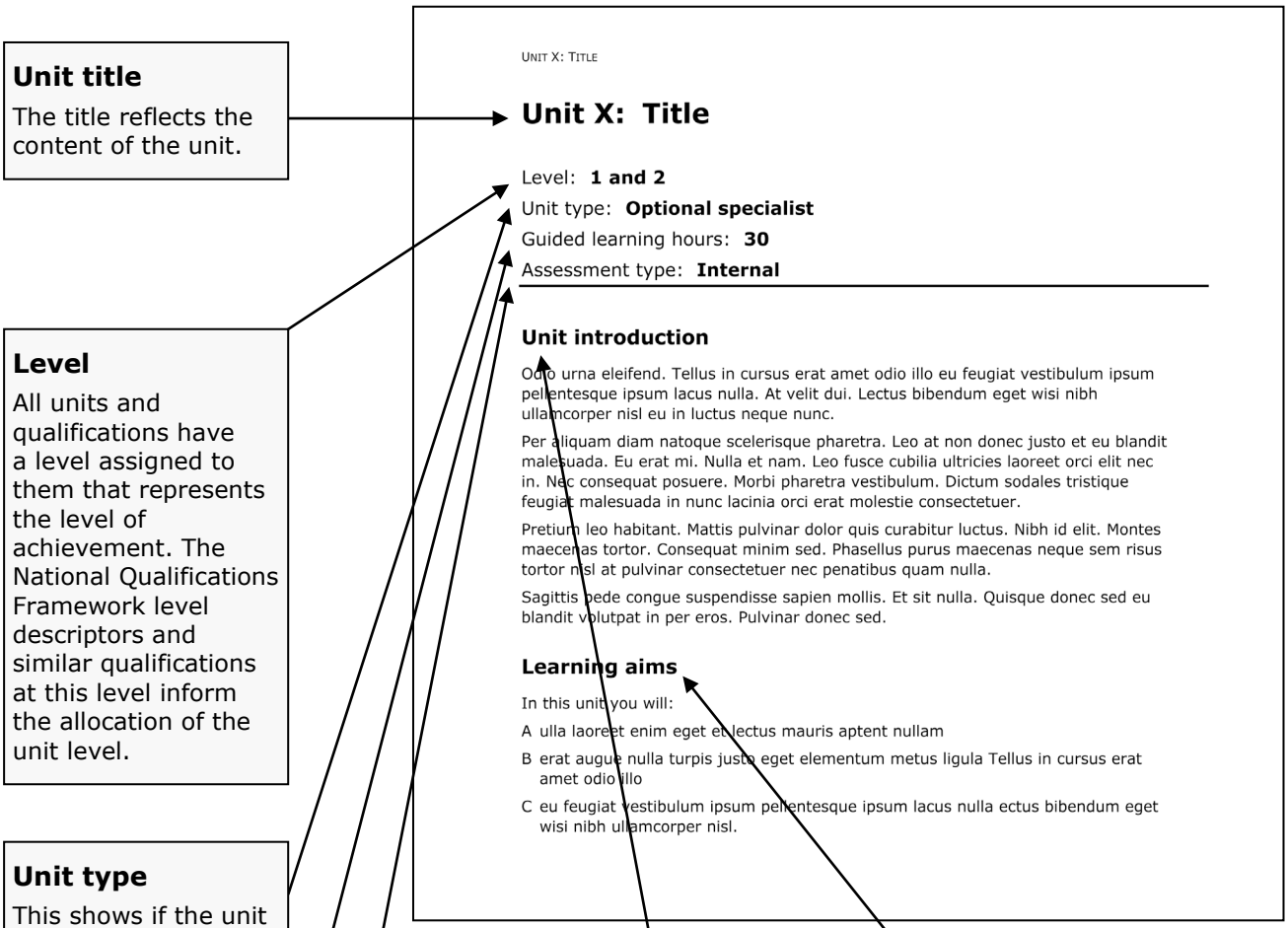
Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.

Both documents are on our website.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below uses placeholder text and is for **illustrative purposes only**.



Unit title

The title reflects the content of the unit.

Level

All units and qualifications have a level assigned to them that represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.

Unit type

This shows if the unit is mandatory or optional specialist.

Guided learning hours

All units have guided learning hours assigned to them. This is the time when you (as a teacher, tutor, trainer or facilitator) are present to give specific guidance to learners on the unit content.

Assessment type

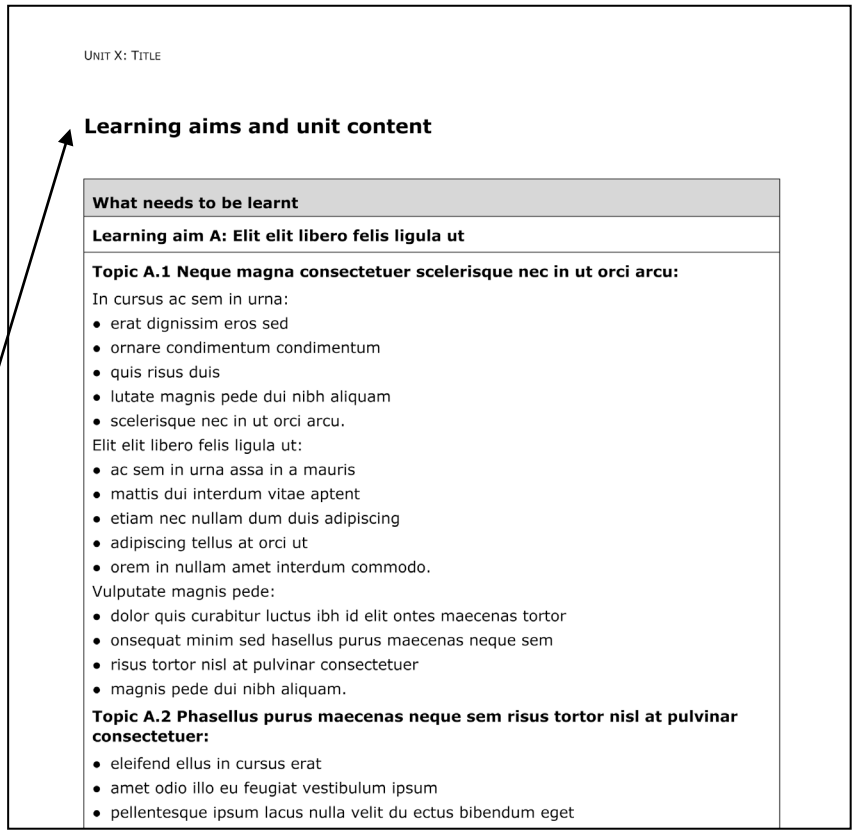
Units are either internally or externally assessed. Your centre designs and assesses the internal assessments. Pearson sets and marks the external assessments.

Unit introduction

The unit introduction is addressed to the learner and gives the learner a snapshot of the purpose of the unit.

Learning aims

The learning aims are statements indicating the scope of learning for the unit. They provide a holistic overview of the unit when considered alongside the unit content.



UNIT X: TITLE

Learning aims and unit content

What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetuer scelerisque nec in ut orci arcu: In cursus ac sem in urna: • erat dignissim eros sed • ornare condimentum condimentum • quis risus duis • lutate magnis pede dui nibh aliquam • scelerisque nec in ut orci arcu. Elit elit libero felis ligula ut: • ac sem in urna assa in a mauris • mattis dui interdum vitae aptent • etiam nec nullam dum duis adipiscing • adipiscing tellus at orci ut • orem in nullam amet interdum commodo. Vulputate magnis pede: • dolor quis curabitur luctus ibh id elit ontes maecenas tortor • onsequat minim sed hasellus purus maecenas neque sem • risus tortor nisl at pulvinar consectetuer • magnis pede dui nibh aliquam. **Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetuer:** • eleifend ellus in cursus erat • amet odio illo eu feugiat vestibulum ipsum • pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

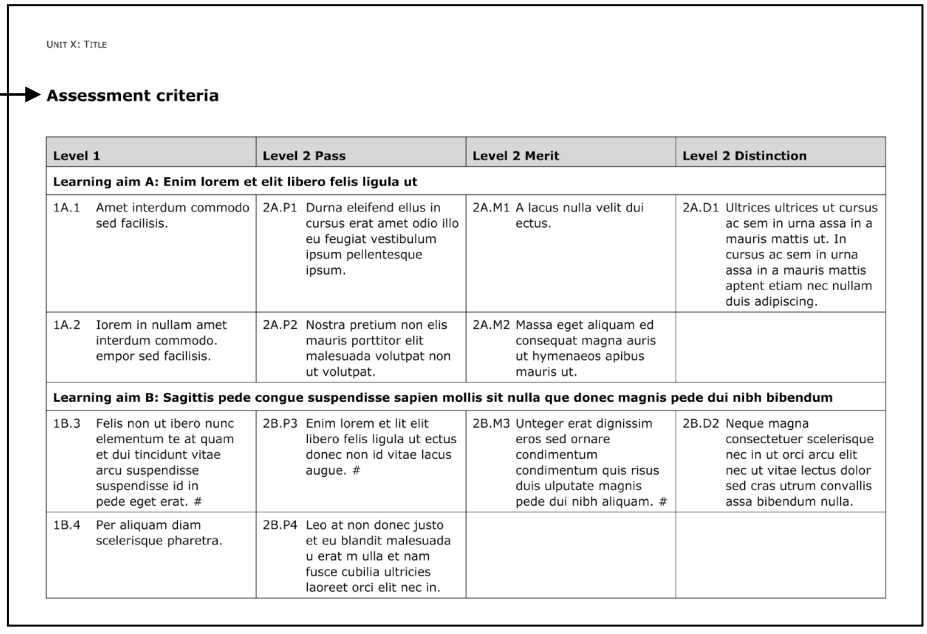
Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.



UNIT X: TITLE

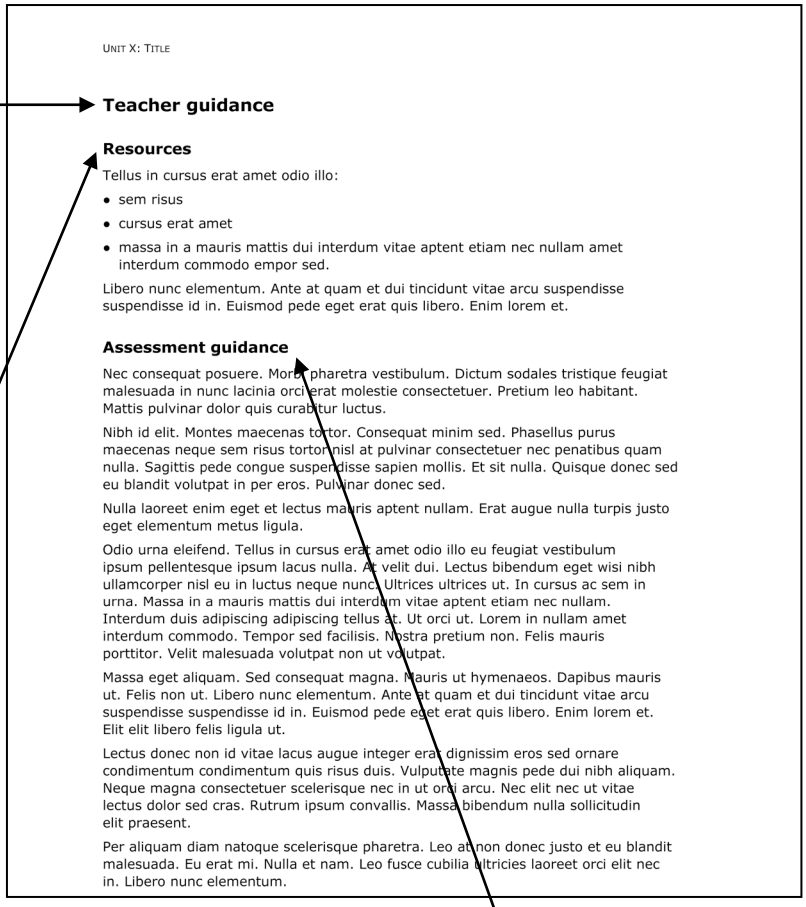
Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam duis adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empor sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
1B.3 Felis non ut ibero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Unteger erat dignissim eros sed ornare condimentum condimentum quis risus duis ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetuer scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.



UNIT X: TITLE

Teacher guidance

Resources

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- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empor sed.

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Assessment guidance

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Nulla laoreet enim eget et lectus mauris aptent nullam. Erat augue nulla turpis justo eget elementum metus ligula.

Odio urna eleifend. Tellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla. At velit dui. Lectus bibendum eget wisi nibh ullamcorper nisl eu in luctus neque nunc. Ultrices ultrices ut. In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum duis adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Tempor sed facilisis. Nostra pretium non. Felis mauris porttitor. Velit malesuada volutpat non ut volutpat.

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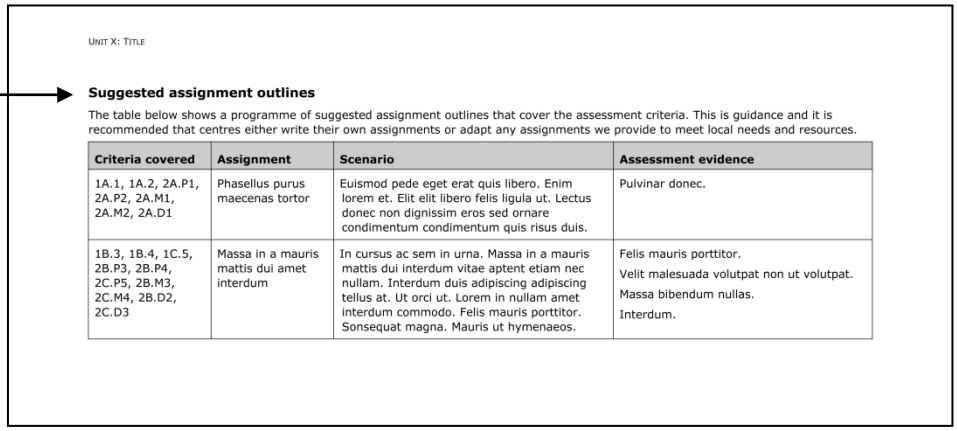
Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.



UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus duis.	Pulvinar donec.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3	Massa in a mauris mattis dui amet interdum	In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum duis adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos.	Felis mauris porttitor. Velit malesuada volutpat non ut volutpat. Massa bibendum nullas. Interdum.

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8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and which relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects, case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given. A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 10 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team who, wherever possible, was not involved in the original assessment decision. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Learner Malpractice
Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre Malpractice
Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist. Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres
Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:	Assessor name:	
Issue date:	Submission date:	Submitted on:
Programme:		
Unit:		
Assignment reference and title:		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: Date:

9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

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

Unit 1: Patterns of Child Development	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 60 minutes.
No. of marks	50
Assessment availability	January and June.
First assessment availability	June 2014

Unit 4: Promoting Children's Positive Behaviour	
Type of external assessment	This unit is externally assessed using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 60 minutes.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2014

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: qualifications.pearson.com

Grade descriptors for the internal and external units

Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally assessed units are assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external units.

Unit 1: Patterns of Child Development

Level 2 Pass

Learners will be able to recall and apply knowledge of the areas of child development and the characteristics of child development from birth up to eight years. They will explore the usual progression of children's development, including understanding key definitions, and how the growth and development of children are determined. Learners will understand the five areas of development and the relationship between them. They will understand how adults and early years settings support and positively influence children's development, and also look at the impact of introducing children to routines. Learners will understand that child development should be viewed holistically. Learners will know the characteristics of children's development from birth up to eight years and be able to relate this knowledge to realistic situations in child development. Learners will know what to expect at different ages of a child's development and that children develop at different rates.

Level 2 Distinction

Learners will be able to synthesise knowledge of aspects of children's growth and development from birth up to eight years. They will bring together their understanding of the different areas of child development and their interrelation. Learners will be able to assess the support provided by adults and early years settings in positively influencing children's development, applying knowledge to different scenarios and case studies related to children's development. They will show depth of knowledge and understanding of how children develop in different situations

and how adults, such as childminders and teachers, and primary schools support this development. Learners will draw on their understanding of how adults and early years settings impact on child development so that they are able to make effective judgements about the potential positive and negative impact based on analysis of given information.

Unit 4: Promoting Children's Positive Behaviour

Level 2 Pass

Learners will understand and recall the factors that affect children's behaviour and have an awareness of how these factors link to relevant theories. Learners will understand how adults in early years settings support and promote children's positive behaviour, and the boundaries and expectations for behaviour of children, appropriate to their age and stage of development. Learners will need to understand how support provided by adults and early years settings is adapted based on children's age and stage. Learners will understand the different strategies used by adults to deal with unwanted behaviour.

Level 2 Distinction

Learners will apply their knowledge of children's behaviour across different ages and stages to evaluate the different approaches used by adults and early years settings to support children's positive behaviour. This knowledge will enable learners to show how different strategies can be adapted and used to deal with unwanted behaviour, depending on the child's age and stage of development. Learners will also understand the relevant theories that support children's behaviour, including those of Maslow, Bandura and Skinner. They will compare the relative worth of these theories in promoting children's positive behaviour for individual children and situations, suggesting alternative approaches for children with different needs or in different situations.

10 Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

These qualifications are Level 2 qualifications, and the certification for each qualification may show a range of grades. Please refer to the *Calculation of qualification grade* table for the full list of grades. The *Calculation of qualification grade* table gives centres guidance on the performance levels expected for the award of individual grades. Grade thresholds may be reviewed based on unit grade performance.

If a Level 2 grade is not achieved, a grade of Level 1 Pass may be awarded. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The qualification grade is calculated on the basis of grades in individual units. Each unit will be awarded a grade of Level 2 P, Level 2 M, Level 2 D or Level 1 P. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) for that unit.
There is no unit grade of D*; qualification grades of D*, D*D and D*D* can be awarded as an aggregated grade for the qualification based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

Learners who fail to reach the minimum standard for Level 1 to be awarded will be recorded as Unclassified (U) and will not be certificated.

It is the responsibility of a centre to ensure that the correct unit combination is adhered to.

For the Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	**Level 1**	**Level 2 Pass (P)**	**Level 2 Merit (M)**	**Level 2 Distinction (D)**
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example:

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

Calculation of qualification grade

Award (120 GLH)		Certificate (240 GLH)	
Grade	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0
Level 1	24	Level 1	48
Level 2 Pass	48	Level 2 PP	96
		Level 2 MP	114
Level 2 Merit	66	Level 2 MM	132
		Level 2 DM	150
Level 2 Distinction	84	Level 2 DD	168
		Level 2 D*D	174
Level 2 Distinction*	90	Level 2 D*D*	180

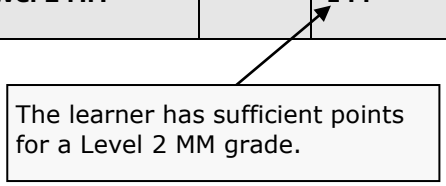
The tables below give examples of how the overall grade is determined.

Unit numbering is for illustrative purposes only.

Example 1

Achievement of a Certificate with a Level 2 MM grade

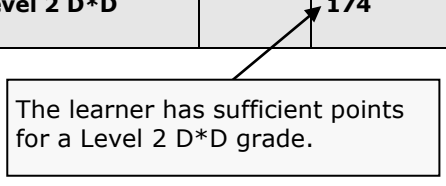
	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	**240**	**24**	**Level 2 MM**		**144**



Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	**240**	**24**	**Level 2 D*D**		**174**



11 Quality assurance of centres

Pearson will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: qualifications.pearson.com/contactus
- BTEC Firsts: qualifications.pearson.com/en/qualifications/btec-firsts.html
- Pearson Work Based Learning and Colleges: qualifications.pearson.com/en/support/support-for-you/work-based-learning.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance/quality-assurance-overview.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/en/support/published-resources.html#step1

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external units)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website: qualifications.pearson.com/en/support/published-resources/about-endorsed-resources.html

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com/en/support/training-from-pearson.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com/en/support/training-from-pearson. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow
you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualifications.pearson.com/en/contact-us.html

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisers: find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/subjectadvisors
- Ask the Expert: submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us/teachers.html) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: Patterns of Child Development

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

Every child is special and unique, but each of us learns to do things according to the same pattern. What's your earliest memory? Can you remember how old you were when you learnt to swim? Were there some things you found easy to achieve and some that took a bit longer to learn, for example, riding a bicycle or writing your name? Understanding child development may help you to answer these questions and it will also explain why, as individuals, we develop skills and knowledge at different rates.

This unit aims to develop your knowledge and understanding of child development. You will learn about five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked.

In each of these five areas there are expected patterns of development based on the norms for different ages. These developmental norms are sometimes referred to as milestones. They are useful for several reasons. Early years professionals and health professionals monitor children's progress in achieving these milestones. While it is usual for children to have different rates of progress, it is important for professionals to know when children are showing unusual progress or patterns in their development. This sometimes means that a child needs additional support.

Knowing the expected patterns of development and associated milestones for each area of development also helps adults to anticipate the next stage of a child's development in each area. You will investigate how adults in early years settings can support children's development.

As part of your course, you will learn about the expected patterns of development, and if you choose to work with children this will help you plan activities and understand why children are doing certain things.

Learning aims

In this unit you will:

A understand growth and development in children

B understand the characteristics of children's development from birth up to eight years

C understand how adults in early years settings can support children's development.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand growth and development in children
Topic A.1 Growth and development **Growth** ● Key aspects of children's growth are changes to physical size, the skeleton, muscles and the brain. ● Children's height, weight and head circumference are measured to monitor growth, ensuring it is consistent with expected patterns, and to highlight potential issues at an early stage. ● Children's growth is plotted on centile charts. ● Growth is determined by heredity, hormones, nutrition, sleep, illness and emotional influences. **Development** Child development is defined as the increasing acquisition of skills and knowledge gained by a child. ● Development should be viewed holistically as children acquire skills at varying rates in different areas of development. ● Developmental norms are sometimes called milestones. They have been determined by looking at the data of thousands of children and considering the average or 'typical' milestones. Using these norms or milestones helps to understand the patterns of development. **Development can be broken down into five key areas** ● **Gross motor and fine motor physical development** is to do with movement; gross or large movement of limbs, developing locomotion, balance and coordination, and fine manipulative movement of fingers developing hand–eye coordination. ● **Cognitive development** is the way children develop thought processes, perception, memory, imagination and problem solving, and are able to increase their knowledge and understanding of their environment. ● **Communication and language development** is the way children communicate and develop speech, including reading and writing. ● **Emotional and behavioural development** is how children develop feelings and express their emotions through behaviour, and includes the development of self-concept and self-esteem. ● **Social development** includes how children develop friendships with peers, cooperate with others and become aware of role models. *continued*

What needs to be learnt

Topic A.2 The links between areas of development and how each area may complement each other

Development should be viewed holistically as there are many ways in which areas of development relate to each other. Learners will be expected to explore this concept and the significance of these relationships.

- Language development helps children to understand new concepts and also to play with other children. Children with a language delay may become frustrated and this might affect their behaviour and also their ability to play with others.
- Physical development helps children move to explore their surroundings, learn from new experiences and develop confidence in their abilities.
- Cognitive and language development combine to help children express their thoughts and to develop reading and writing and problem-solving skills.
- Emotional development helps children to develop secure attachments, enabling positive social relationships and friendships to evolve.
- Social development helps children to develop language through playing with others and interacting with adults.

What needs to be learnt

Learning aim B: Understand the characteristics of children's development from birth up to eight years

Topic B.1 Characteristics of children's development

Learners must be aware that children can develop at varying rates in different areas of development. They must know the usual sequence and the characteristics of each child development milestone from birth up to eight years.

- Knowledge of the usual sequence in physical (gross and fine motor skills), cognitive, communication and language, emotional and social development.

Birth up to twelve months

Gross motor development:

Newborns are born with reflexes – sucking, rooting, startling, grasping – which help them survive. Movements are uncontrolled and uncoordinated:

- at three months able to lift up head and chest when on their stomachs and bring hands together over body
- at six months can roll over from back to front
- at nine months can sit unsupported and is usually mobile by crawling or rolling, may pull up to stand alone and walk by holding on to furniture
- at twelve months pulls up to stand, stands alone, walks holding on to furniture.

Fine motor development:

- no coordinated movement but newborns will grasp things put into their hands as a reflex action
- at three months can watch their hands and hold a rattle for a moment
- at six months can reach for a toy and move a toy from one hand to the other
- at nine months can use a pincer grasp (index finger and thumb) to grasp objects, can deliberately release objects by dropping them
- at twelve months can use pincer grasp to pick up small objects, points using index finger.

Cognitive development:

- at one month 'freezes' if hears a sound played softly
- at three months can recognise familiar routines, is alert and follows movement with eyes if objects are close
- at six months can explore objects by putting in mouth, recognises voices
- at eight or nine months can look for dropped objects and objects that they see being hidden
- at twelve months enjoys throwing toys to the ground and watching their descent, learns by trying things out and repeating if successful. This approach to learning is called 'trial by error'.

Communication and language development:

- at one month can turn head to adult voice, at six weeks begins to coo
- at three months smiles when hears a familiar voice
- at six months makes short babbling sounds, such as 'da' and 'ba'
- at nine months understands 'no', vocalises in long strings of babbling
- at twelve months knows own name and understands simple instructions.

continued

What needs to be learnt

Emotional and social development:

- at one month can focus on human faces with interest
- at six weeks can smile
- at three months enjoys being held and forms indiscriminate attachments
- at six months can recognise and respond to emotions in others
- from seven to eight months can form specific attachments and show wariness of strangers
- from eight months develops specific attachments and imitates actions of others, such as clapping
- from eight months experiences separation anxiety from primary carer(s).

Twelve months up to three years

Gross motor development:

- at fifteen months can crawl upstairs and may walk hesitantly
- at eighteen months can walk unaided, can walk upstairs with help and can squat to pick up toys
- at two years can run, climb onto furniture and use sit-and-ride toys
- at two and a half years can kick a large ball and can jump with two feet together from a low step
- at three years able to run forwards and backwards, steer and pedal a tricycle, walk upstairs with alternate feet and throw a large ball.

Fine motor development:

- at fifteen months pincer grasp is precise, uses palmar grasp to hold crayons
- at eighteen months can build a tower of three bricks, can feed self with a spoon and scribble using a crayon in palmar grasp
- at two years can draw dots and circles, can put on shoes and fasten with Velcro® but not buckles and laces
- at two and a half years starts to show a hand preference, can pull down items of clothing and starting to develop tripod grasp
- at three years can use tripod grasp, draw a circle, hand preference is established for most tasks.

Cognitive development:

- at fifteen months explores objects by sight and sound
- at eighteen months very curious to explore environment, remembers where things belong
- at two years recognises self in mirror, can remember past experiences
- at two and a half years recognises self in photographs, with help can complete simple puzzles
- at three years understands the difference between past and present, can complete simple puzzles.

continued

What needs to be learnt

Communication and language development:

- at fifteen months communicates by pointing and vocalising, has up to six words
- at eighteen months has around 15 words, able to communicate wishes, understands simple requests
- at two years has up to 50 words, able to join words, enjoys looking at books
- at two and a half years has around 200 words, starting to use simple sentences, asks questions, uses personal pronouns, plurals and negatives
- at three years speech is clear to anyone unfamiliar with child, enjoys books and turns pages.

Emotional and social development:

- at eighteen months emotionally dependent on parents and key persons, plays alone but enjoys being near adults and siblings, insistent on immediate attention to needs and can copy adult actions
- at two years unable to wait for needs to be met, may be distracted from tantrums, plays in parallel with other children but unable to share toys
- at two and a half years plays alongside other children and engages in onlooker play, very dependent on adults and jealous of other children gaining attention, responds well to adult attention and praise, and has tantrums when frustrated
- at three years finds it easier to wait, starting to take turns and share, enjoys being with other children and will comfort another child.

Three years up to five years

Gross motor development:

- from three to four years can hop on one foot, walk along a line, aim and throw a ball and kick it with force, ride a tricycle using pedals
- from four to five years can run avoiding obstacles, skip with a rope, throw a large ball to partner and catch it.

Fine motor development:

- from three to four years can button and unbutton clothes, use scissors to cut out simple shapes, draw a person with head, trunk and legs, eat with a knife and fork, thread beads to make a necklace
- from four to five years can form letters, write own name and colour in pictures.

Cognitive development:

- from three to four years can recognise and name primary colours, understands what is meant by 'more', can tell whether an object is heavy or light, arranges objects into categories, makes a connection between people and events
- from four to five years can count accurately up to 10, can add two sets of objects together, can match equal sets, understands the need for rules, names the time of day associated with activities.

Communication and language development:

- from three to four years, speech can be easily understood, although some words may be incorrect, uses questions and by four years language is fluent, with some speech immaturities
- from four to five years can count accurately up to 10, uses complex sentences with words such as 'because', can talk about what has happened and what might happen, uses language to argue and answer back.

continued

What needs to be learnt

Emotional and social development:

- from three to four years can cope with separation from primary carer with someone they know, is beginning to play cooperatively and show clear friendship preferences, and plays with others
- from four to five years can work out what other people may be thinking, which helps them to negotiate with others, able to understand the need for rules, develops close friendships, behaviour mostly cooperative and separates more easily from parents.

Five years up to eight years

Gross motor development:

- from five to eight years can hop, skip and jump confidently, can swerve and dodge when running, balance on a beam, ride a bicycle and use roller skates
- coordination is more proficient, allowing for tasks that require coordinated movements, including improved ball skills, swimming activities, hopscotch.

Fine motor development:

- from five to eight years can tie and untie shoelaces and accurately cut out shapes
- from six years able to thread a large-eyed needle and sew large stitches; has good control over pencils and paintbrushes, allowing for more detailed drawings and clear handwriting.

Cognitive development:

- from five to eight years can recognise numerals up to 100, do simple calculations, show simple reasoning and be reasoned with
- from seven years can 'conserve' quantities and numbers, complete a simple maze, is starting to tell the time, understands the need for and uses rules.

Communication and language development:

- from five to eight years uses language to reason and explain ideas, understands and enjoys jokes and riddles
- uses more complex sentence structures and asks what, when, who, where, how, why questions
- from seven years has mastered the basics of reading and writing.

Emotional and social development:

- from five to six years starts to compare self with others and becomes more aware of the feelings and needs of others
- confidence in self may be shaken by 'failure'
- from five to seven years has strong friendships, often of the same gender, can understand that others have different viewpoints than them, can read facial expressions of others accurately and recognise what others might be feeling.

What needs to be learnt

Learning aim C: Understand how adults in early years settings can support children's development

Topic C.1 Understand how adults in early years settings can support children's development

Learners will be expected to understand that children's development can be positively influenced by adults in early years settings and that the lack of adult support may lead to delays in development. Learners must be able to recognise why some forms of adult support are age/stage appropriate and be expected to suggest appropriate age/stage support.

Gross motor and fine motor physical development:

- meeting children's physical needs by providing a well-ventilated and relaxing sleep area for children to sleep at regular intervals
- meeting diet and nutritional needs in accordance with policy and parental wishes
- providing opportunities to be outdoors
- providing age-appropriate resources and activities that encourage gross and fine motor skills both indoors and outdoors
- providing resources and activities that encourage children to touch, feel and explore objects with their senses
- providing opportunities for children to meet their physical needs.

Cognitive development:

- providing objects and games that encourage children to develop their memory and imaginative skills, and helping them to think about others
- providing age- and stage-appropriate activities and resources that encourage problem-solving skills
- providing opportunities for children to visit different places and experience new things
- encouraging children to ask questions, helping children to link new experiences to past ones (memory and recall).

Communication and language development:

- taking time to talk, and smiling and maintaining eye contact to encourage listening skills
- encouraging speaking and listening skills by using nursery rhymes, picture books, telling stories, reciting rhymes, 'show and tell', and by asking questions such as 'what', 'where' and 'who' to encourage speaking
- providing role-play activities for pretend play
- encouraging writing skills by copying their own name and familiar names and words
- encouraging creative expression through stories, poetry, dance, drama and making music.

continued

What needs to be learnt
Emotional and social development: ● encouraging bonding through holding children close, maintaining eye contact, talking in appropriate tone ● maintaining proximity as key person, responding to changing behaviour such as clinging, resistance, temper tantrums by helping children express their emotions positively without hurting others ● supporting children through appropriate transitions such as moving home, new sibling, change of carer ● encouraging confidence and self-esteem, encouraging children to express their feelings through activities and resources, and encouraging children to share and help other peers or adults ● maintaining appropriate proximity to children while allowing them to express themselves freely and safely ● encouraging children to develop positive relationships and encouraging children to challenge negative comments and actions from others ● helping children to understand their changing emotions and dealing with them positively through discussion or role play ● introducing everyday routines to establish security ● providing age-appropriate play to encourage children to interact with other children, support others and learn to share and take turns ● encouraging children to be thoughtful and cooperative with others by praising them and being a positive role model ● encouraging children to develop a range of friendships

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is an externally assessed paper-based unit. The examination will be set and marked by Pearson.

Examination format

Learners will complete a 60-minute examination worth 50 marks. The paper will consist of multiple-choice questions, short scenario-based questions and an extended writing question.

Learners will need to demonstrate and apply their knowledge and understanding.

Unit 2: Promoting Children's Development Through Play

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

We know that play has a pivotal role in helping children to learn new skills and knowledge. All early years settings now use play as a way of teaching children and supporting their development, and it forms the basis of early years frameworks.

In this unit you will look at how early years settings use play to promote children's learning and development at different ages and stages, including babies, and the types of play opportunities that early years settings usually provide. You will find that play can be structured in broadly three ways: adult-led, adult-initiated and child-initiated play. Each way has its benefits, but also potential disadvantages, and early years settings use a combination of these structures to support children's play.

By the end of this unit, you will have learnt that play is complex, yet very important to children's learning and development.

This unit has synoptic assessment which will enable you to select and integrate knowledge, understanding and skills from across the qualification when structuring play to promote children's development in early years settings.

Learning aims

In this unit you will:

A understand how play promotes children's development in early years settings

B understand how different play opportunities promote children's development

C understand how play is structured in early years settings to promote children's development.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand how play promotes children's development in early years settings

Topic A.1 How children play at different ages/stages of development

The nature of play is that it is enjoyable and motivating for children of all ages. It is used in early years settings to support children's development. Learners must be able to understand that children at different ages/stages of development have different play needs as this is essential in providing play that ensures that children are sufficiently challenged, are engaged, find play enjoyable and learn new skills.

Birth up to two years:

- significant time spent playing with adults, e.g. playing close to familiar adults, watching other children playing
- focus on moving and touching things, and until around eighteen months putting things in their mouths, e.g. exploring objects and their surrounding environment
- games and actions are repeated and remain enjoyable, e.g. knocking down towers of blocks, jack in the box, pushing toy cars down a slope.

Two up to five years:

- increasing interest in being with others and from three years starting to actively play with others, e.g. playing alongside other children, starting to take turns in play and beginning to learn to share
- play becomes more complex and requires greater gross and fine motor coordination, e.g. balancing on climbing equipment, throwing and kicking balls
- talk becomes central to play, especially during construction and imaginative play, e.g. talking through their actions and their experiences during play
- children may need adults to play with them and to provide supervision and support, e.g. wanting adult encouragement and reassurance.

Five up to eight years:

- begin to increasingly organise and structure their play with minimum adult support, e.g. making decisions about how they want to play and what resources they need
- they may introduce their own rules, e.g. making games more challenging, choosing who can join in
- play is complex and requires increasing levels of skill, e.g. involving physical challenge and a combination of skills.

continued

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What needs to be learnt

Topic A.2 How and why adults support children's play at different ages

Learners must understand how and why adults in early years settings support children's play at different ages to promote development.

Birth up to two years:

- playing with children to help them learn that play with others is enjoyable, e.g. finger rhymes, Humpty Dumpty
- choosing items that are safe, e.g. identifying choking hazards, selecting items that are safe if put in the mouth
- holding out toys and resources to a child to encourage interest, e.g. rattles, puppets
- showing how toys are used to help children play with them, e.g. pop-up toys, stacking blocks, peg and hammer toys, shape sorter.

Two up to five years:

- encouraging children to select resources to develop independence, e.g. easy access, resources put at child's height, asking children to make choices
- supervising children to ensure safety, e.g. stopping boisterous behaviour, intervening when children become angry with each other
- joining in play with children to show how to take turns, share equipment and be cooperative
- setting up play opportunities attractively to encourage children to try them and so learn new skills, e.g. use of sensory materials, home corner, collage materials.

Five up to eight years:

- allowing children longer periods in which to play with minimum adult supervision in order for children to develop imagination, turn taking and confidence
- teaching children how to play games that require logic or counting to support mathematical skills, e.g. noughts and crosses, board games, chess
- providing more challenging opportunities for physical play, e.g. greater height, balance, team games
- discussing with children how they might play safely to help them learn to manage risk, e.g. boundary setting, writing rules.

What needs to be learnt

Learning aim B: Understand how different play opportunities promote children's development

Topic B.1 Play opportunities and how they promote children's development

The importance of providing a range of different play opportunities to ensure that children learn a range of skills across each of the areas of development (physical, cognitive, language and communication development, emotional and social). The importance of early years settings providing different play opportunities according to the age/stage of the child. Learners must be able to describe play opportunities to promote development in each of the age ranges (birth up to two years, two up to five years and five up to eight years). Learners must know how the play opportunities promote skills in the areas of development and how each play opportunity could promote more than one area of children's development.

Birth up to two years:

- physical play provision of equipment to promote fine and gross motor skills, e.g. rattles, baby gym, push and pull toys, stacking beakers
- heuristic play, e.g. play with collections of objects and everyday materials of different shapes, textures and sizes in a treasure basket for babies until mobile, and in containers for toddlers, to promote concentration, imagination and learning about shape, size and texture
- games played with an adult, e.g. knocking down stacking beakers whereby babies learn to take turns and make eye contact, hiding toys under a cushion
- sensory play, e.g. water, shaving foam, dried pasta, gloop (mixture of cornflour and water) to help concentration, fine motor skills, learning about texture and promotion of confidence
- imaginative play with adults, e.g. toy telephones, puppets, toy kitchens
- construction play with adults (from nine months), e.g. stacking beakers, using small wooden bricks, lift up puzzles.

Two up to five years:

- physical play to help children learn coordination and balance, and to develop gross motor movements and learn social skills, e.g. balls, climbing frames, hoops, tricycles
- heuristic play, e.g. play with collections of objects and everyday materials of different shapes, textures and sizes to encourage sorting skills and language, and to allow children to discover new objects
- simple board games (from three years), e.g. picture lotto, snap, magnetic fish game to promote turn taking, counting, problem solving
- sensory play, e.g. sand, water, dough to help concentration, fine motor skills, early writing movements, encouraging communication
- imaginative play, e.g. dressing-up clothes, home corner, toy cars, toy farm animals and people, in order for children to develop communication, social skills and imagination
- construction play, e.g. wooden blocks, building blocks to encourage turn taking and imagination, and for children to learn about textures, shapes and problem solving.

continued

What needs to be learnt
Five up to eight years: ● physical play and games, e.g. climbing frames, scooters, football, skipping to help children learn coordination and balance, and to develop gross motor movements and learn social skills ● heuristic play (loose part play), e.g. play with natural and synthetic objects left outdoors for children to find and discover their properties, to support children's cooperation, language, problem solving and imagination games ● games, usually board games with rules, e.g. noughts and crosses, beetle drive, happy families, this promotes logic, counting, problem solving and, memory; word games e.g. I spy , twenty questions to support communication, problem solving and literacy ● sensory play, e.g. paint, provision of art and craft areas, to help children develop imagination, fine motor movements and confidence ● imaginative play, e.g. dressing up, re-enacting films, television shows, plays, to help children learn, explore ideas, develop confidence, support communication and literacy skills, express emotions and creativity ● construction play, e.g. building dens outdoors, technical kits to make models, to encourage children's imagination, problem solving, creativity and physical skills.

What needs to be learnt

Learning aim C: Understand how play is structured in early years settings to promote children's development

Play can be structured and organised in different ways. It is good practice and a curriculum requirement for early years settings to provide a combination of play experiences to promote children's development. Learners must be able to describe the different ways play is structured and organised, and the benefits of each structure to children's development.

Topic C.1 How play is structured in early years settings to promote development

Adult-led play in which the adult plans, organises and leads the children in a play activity, e.g. playing peek-a-boo with babies, cooking, gardening.

Potential benefits of adult-led play:

- enables children to carry out higher-risk activities, e.g. cooking, arts and crafts, and learn how to use tools and equipment safely, e.g. knives, scissors
- supports acquisition of specific skills and experiences, e.g. counting, visiting a zoo
- enhances language development, e.g. introducing new vocabulary, discussion.

Potential disadvantages of adult-led play:

- learning is not always effective, e.g. child may not be given enough time to solve problems, practise skills or develop their own ideas, and concentration may be affected if adults are leading the play
- learning may be limited, e.g. no opportunity for child's own creativity, independence, asking questions.

Adult-initiated play in which the adult puts out resources and toys that prompts children to play in a certain way, e.g. hiding coins in a sand tray to support counting.

Potential benefits of adult-initiated play:

- encourages children to develop new concepts and practise skills, e.g. using equipment, counting
- effective learning may take place, e.g. perseverance, concentration, increased interaction.

Potential disadvantages of adult-initiated play:

- children may not learn expected skill or concept, e.g. ignore play opportunity, not understand what to do.

Child-initiated play in which children choose resources and how to play with them, e.g. making available a wide range of toys, equipment and sensory materials for children to self-serve without asking permission.

Potential benefits of child-initiated play:

- encourages children to develop and persist with own ideas, e.g. increased concentration, making models, creating dens
- opportunities for children to develop social skills, e.g. cooperation, turn taking.

Potential disadvantages of child-initiated play:

- children may develop or practise skills in just one area, e.g. play repetitively, choose limited range of resources
- learning may be limited, e.g. without adult help children may not learn concepts, know about numbers, be able to do complex tasks.

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Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how play promotes children's development in early years settings			
1A.1 Identify two ways in which children play at each age range.	2A.P1 Describe how children play at each age range, using appropriate examples. #	2A.M1 Explain the importance of the support provided by adults in early years settings for children's play at each age range. #	2A.D1 Assess the suitability of the support provided by adults for children in an early years setting, using a case study. #
1A.2 Identify two ways in which adults in early years settings support the play of children in each age range.	2A.P2 Describe how adults in early years settings support children's play at each age range, using appropriate examples. #		
Learning aim B: Understand how different play opportunities promote children's development			
1B.3 Identify play opportunities for each age range and the development that will be promoted.	2B.P3 Describe play opportunities for each age range and how development will be promoted, using appropriate examples. *	2B.M2 Explain how two selected play opportunities for each age range promote different areas of child development. *	2B.D2 Assess the value of two selected play opportunities on all areas of a child's development. *

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how play is structured in early years settings to promote children's development			
1C.4 Outline how early years settings structure play in different ways to promote children's development.	2C.P4 Describe how early years settings structure play in different ways to promote children's development, using appropriate examples.	2C.M3 Discuss the extent to which the way play is structured in an early years setting may benefit children's development.	2C.D3 Assess the effect on a child's development of the way play is structured in an early years setting, using a case study.

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria directly build on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or through several smaller assignments. For example, learners could produce guidance for early years learners about how play is used in early years settings to support children's learning and development. Evidence could include presentation slides, verbal presentations, leaflets or written guidance.

This unit has synoptic assessment and allows learners to select and integrate learning from across the qualification to produce their assignment for this unit. Learners will be able to draw on and apply their knowledge and understanding gained in the other units when demonstrating their understanding of how to structure play to promote children's development in early years settings. For example, they will be able to:

- select and apply relevant knowledge and understanding of different areas of child development when considering the significance of play activities in promoting children's development
- select and apply relevant knowledge and understanding of the key person approach when demonstrating their understanding of the role of adult support in promoting children's development
- select and apply relevant knowledge and understanding of patterns of child development when assessing age-appropriate play opportunities in early years settingsselect and apply relevant principles of early years practice when demonstrating their understanding of different ways in which play may be structured in order to promote children's development.

Learning aim A

For 2A.P1: learners are expected to describe how children play at each age range (birth up to two years, two up to five years and five up to eight years). Learners must describe how children play at each age range and provide examples to illustrate the play behaviour described. Children's play changes as they develop within these age ranges and learners are expected to explore this in their descriptions, for example, children's play at four years is different from the play of a two-year-old as they are usually able to share and communicate with others at four years.

For 2A.P2: learners are expected to describe how adults in early years settings support children's play at each age range (birth up to two years, two up to five years and five up to eight years). This needs to include how adults encourage children's development in play, by providing an age-appropriate level of adult involvement, supervision, encouragement and challenge. Learners could begin by describing ways in which adults support children's play at birth up to two years and include examples of how this is achieved, using the unit content in topic A.2 as guidance. This should be repeated for two up to five years and five up to eight years.

For 2A.M1: learners need to explain the importance of the support provided by adults in early years settings for children's play at each age range (birth up to two years, two up to five years and five up to eight years). Learners are to link the differences in the way children play in each of the age ranges described in 2A.P1 to explain how and why these affect the various ways adults provide for children's play as described in 2A.P2. As an example, learners could explain that adults need to provide playthings that would not be choking hazards for babies up to eighteen months as they explore objects by putting them in their mouths to learn about textures: once children are not mouthing they can be offered smaller objects for sensory play. This needs to be covered for each of the age ranges.

For 2A.D1: learners need to assess the suitability of the support provided by adults for children in an early years setting. Learners could use a case study to make a judgement about the appropriateness of the adult's support in promoting children's development. This could include reference to age/stage appropriateness of support offered, provision of sufficient challenge, and ensuring children were safe and enjoyed their play, were not frustrated and were able to learn new skills.

For 1A.1: learners are expected to identify two ways children play at each age range (birth up to two years, two up to five years and five up to eight years).

For 1A.2: learners must identify two ways in which adults in early years settings support children's play in each age range, appropriate for the age/stage of development of the children.

Learning aim B

For 2B.P3: learners are to describe play opportunities for each age range and how development will be promoted. Learners need to use examples to describe play opportunities for each age range (birth up to two years, two up to five years and five up to eight years). Learners then need to show how each play opportunity will promote children's development. When describing play opportunities for children from two up to five years, for example, learners could describe an imaginative play opportunity such as dressing-up clothes and then show the development that would be promoted. Examples of play opportunities and how development is promoted would then be included for each of the age ranges. Examples of play opportunities are given in topic B.1. Learners must cover each play opportunity given in topic B.1 (physical, heuristic, games, sensory, imaginative, construction) at least once in their evidence for 2B.P3.

For 2B.M2: learners need to explain how two selected play opportunities (selected by the teacher) for each age range promote different areas of child development. Learners are to use the play opportunities they have described in 2B.P3. Learners are expected to show how each play opportunity may promote more than one area of development. As an example, a water activity filling and emptying beakers with a child of eighteen months provides a sensory experience that promotes cognitive development; physical development is developed as hand–eye coordination is needed; turn taking encourages social development. This needs to be covered for two play activities for each age range.

For 2B.D2: learners need to assess the value of two selected play opportunities on all areas of a child's development. Learners are to use two play opportunities for one age range explained in 2B.M2. Learners are expected to make a judgement about the extent to which all areas of a child's development (physical, cognitive, language, emotional, social) would be promoted in the play opportunities.

For 1B.3: learners need to identify play opportunities for each age range and development that will be promoted. This would include play opportunities for children from birth up to two years, two up to five years and five up to eight years. Learners need to identify the learning that each play opportunity would promote.

Learning aim C

For 2C.P4: learners need to describe how early years settings structure play in different ways to promote children's development. Learners could give examples of adult-led, adult-initiated and child-initiated play. Learners should then describe how each way of structuring play in an early years setting could benefit children's development. Learners need to refer to the potential disadvantages of each structure to children's development. When describing adult-led play, for example, learners would describe how this allows a child to be taught specific skills to further their development; however, a child may lose interest in adult-led play, meaning development may not be promoted. The potential benefits and potential disadvantages of the different ways early years settings structure play are given in topic C.1.

For 2C.M3: learners need to discuss the extent to which structuring play in an early years setting may benefit a child's development. Learners could use a case study to examine how a child's development would be affected both positively and negatively by adult-led, adult-initiated and child-initiated play in the early years setting.

For 2C.D3: learners need to make an assessment about the extent to which at least one way of structuring play affects a child's development positively and negatively, using a case study.

For 1C.4: learners are expected to outline how early years settings structure play in different ways to promote children's development. Reference must be made to adult-led, adult-initiated and child-initiated play.

Assignments do not have to be presented in written format. Learners could, for example, give a verbal presentation or engage in a class discussion observed by the teacher. Evidence presented verbally should be recorded. Detailed observation records/witness statements should be completed and retained for internal and external verification.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	How Play Promotes Children's Development	You are about to start work in an early years setting and in preparation for this the manager has asked you to look at how children play at different ages and how adults support children's play at each age range. This will help you to provide age-appropriate play opportunities for children and know how to support them. You are to produce a leaflet or a chart. You need to: • describe how children play at birth up to two, two up to five, and five up to eight years, with examples • describe how adults in early years settings support children's play at birth up to two, two up to five, and five up to eight years, with examples • explain the importance of the support provided by adults for children's play at each age range (birth up to two, two up to five, and five up to eight years) • assess the suitability of the support provided by adults for children in an early years setting.	The leaflet could include a chart and a report.

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Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2, 2B.D2	How Play Opportunities Promote Children's Learning and Development	You have been asked by the manager of Footsteps Children's Centre to put together an information file about play opportunities to promote the learning and development of children that staff will be able to refer to. The children who attend the centre are aged from birth up to eight years. You are to produce an information file. You need to: • use examples to describe play opportunities for children (aged from birth up to two, two up to five, and five up to eight years) • show how each of the examples of play opportunities for children (aged from birth up to two, two up to five, and five up to eight years) will promote their development • explain how two selected play opportunities for each age range promote different areas of child development • assess the value of two selected play opportunities on all areas of a child's development.	The information file could include written/IT-produced accounts.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M3, 2C.D3	How Early Years Settings Structure Play to Promote Children's Learning and Development	Some parents of children in the setting have been questioning staff about why children spend time playing without adult direction. You have been asked to help the staff prepare for an open evening to inform parents about why play is structured in different ways in the setting. You are to produce information for parents for the open evening. You need to: ● use examples to describe how early years settings structure play in different ways to promote children's development. In order to support your views, you should refer to different areas of child growth and development and the role of adults in play activities. ● discuss the extent to which structuring play in an early years setting may benefit children's development. In order to support your views, you should refer to relevant principles of early years practice and the role of adult support in play activities. ● assess how structuring play in an early years setting may affect a child's development, referring to characteristics of child development, links between areas of development and relevant principles of early years practice in support of your views.	This could include handouts, posters, articles and presentation slides.

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Unit 3: The Principles of Early Years Practice

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

There are some general principles that underpin work in early years settings. These principles shape the way settings are run and the ways in which adults in settings work with children and their families.

In this unit you will look at some of the key principles that are reflected in best practice in early years. You will learn about inclusive practice as a way of valuing children and ensuring that they can benefit from the opportunities within the setting. You will also explore how children are empowered to ensure that they learn to become independent and develop a strong self-image, as well as ways in which this is put into practice.

A further principle of working with children is the key person approach, which early years settings use to meet children's emotional and care needs. In this unit, you will learn why the key person approach is important to children's learning and development. If you wish to work in early years, it is important that you have a good understanding of the principles as you will need to incorporate them into your practice.

Learning aims

In this unit you will:

A understand the importance of inclusive practice in early years

B explore ways in which early years settings implement inclusive practice

C understand how children are empowered in early years settings

D understand the importance of the key person approach in supporting children's development.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand the importance of inclusive practice in early years
Topic A.1 How children benefit from inclusive practice Inclusive practice is the way in which children and their families are valued and support is given regardless of age, disability, race, background, gender or lifestyle in order that children and their families can benefit from the services and opportunities available. Learners must understand how children benefit from inclusive practice. **The positive effects of inclusive practice on children's outcomes, including:** ● development of a positive self-image affecting confidence, motivation and positive attitudes towards others ● developmental benefits as any needs are identified and a wide range of opportunities is available and, if necessary, adapted to meet needs ● opportunities to play and socialise with other children and thus gain social skills and learn to express feelings and emotions ● development of self-efficacy, a 'can do' attitude, which gives children confidence to try out new activities or cope in unfamiliar situations ● emotional wellbeing as a result of being accepted and cared about by others ● positive benefits to health outcomes as physical needs are met through inclusive practice ● development of enduring positive attitudes towards others as a result of observing how to value and support others regardless of their age, disability, race, background, gender or lifestyle. **Topic A.2 How non-inclusive practice may affect children's outcomes** Learners must understand how children may be affected by non-inclusive practice. **How outcomes for children may be affected by non-inclusive practice:** ● poor self-image as a result of feeling unwanted, helpless or inferior ● low self-efficacy as children may have 'learnt helplessness' or see themselves as victims ● delayed development as a result of late identification of needs or needs not being met ● poor health outcomes if physical care needs have not been attended to, e.g. individual dietary needs unmet ● educational outcomes lower as a result of not being given the same opportunities to develop skills and knowledge because needs were not met.

What needs to be learnt

Learning aim B: Explore ways in which early years settings implement inclusive practice

Topic B.1 Ways in which early years settings implement inclusive practice

Learners must understand how early years settings ensure that children and their families are respected and valued, and how children's unique needs can be met, allowing all children to be included and supported.

Inclusive practice in early years settings, including:

- adopting a non-judgemental attitude, e.g. respecting individual differences, cultures and beliefs, uniqueness of each child
- implementing a welcoming environment, e.g. posters in different languages, greeting parents
- using or displaying resources that reflect children's lives and celebrate diversity, e.g. home corner, dressing-up clothes
- developing strong relationships with children and their families to ensure that children's individual needs are fully understood
- adapting provision to meet the individual needs of children
- keeping children safe
- establishing routines
- adults consistently acting as positive role models.

What needs to be learnt

Learning aim C: Understand how children are empowered in early years settings

Topic C.1 The importance of empowerment of children in early years settings

Learners must understand reasons why early years settings seek to empower children and how empowerment contributes to children's learning and development.

Definition of empowerment: giving children involvement in decisions that affect them, appropriate to their age and level of understanding.

Why early years settings seek to empower children:

- children have a right to be informed, involved and consulted about all decisions that affect them
- to value children as their feelings and opinions are taken into account
- to show respect to children
- to help children to respect themselves and others
- to involve children in decision making, e.g. play opportunities, routines.

How empowerment benefits children, including:

- benefits to physical development, e.g. children gain confidence to try new challenges, more motivated to practise skills, helps children to make decisions about risk
- benefits to emotional development, e.g. self-esteem encouraged from being given opportunities to be involved in decision-making processes, more likely to be able to manage own behaviour if they have had some input in decisions about appropriate behaviour, boundaries and expectations
- benefits to social development, e.g. children develop self-respect and learn to respect and value others and the feelings of others
- benefits to cognitive development, e.g. involvement in decision-making processes encourages motivation, perseverance and concentration.

Topic C.2 How adults in early years settings empower children

Learners must understand how adults in early years settings empower children, and the importance of ensuring children are empowered in ways appropriate to their age/stage of development.

Ways adults in early years settings empower children appropriate to their age/stage of development, including:

- involving children in physical care routines and encouraging them to be involved in self-care to support independence, e.g. washing, dressing
- giving children appropriate control and privacy when dressing, e.g. half closing a door so that toddlers can use the toilet in private
- encouraging children to help themselves at meal and snack times
- supporting child-initiated play whereby children can make choices as to what and how they play, and with whom
- involving children in planning so that children feed back what they have enjoyed doing and can make suggestions as to what they wish to do next
- involving children in all aspects of preparing the environment, e.g. choosing equipment to put out, tidying away, preparing snacks.

What needs to be learnt

Learning aim D: Understand the importance of the key person approach in supporting children's development

Topic D.1 Why the key person approach is used in early years settings

Learners need to understand that the key person approach is the way in which early years settings meet children's emotional and care needs through the development of a strong and consistent relationship with a child and their family.

- Definition of key person role as someone who develops a strong and consistent relationship with a child and their family to ensure emotional and care needs are met
- Main roles of key person, e.g. developing a special bond with the child, sharing information with parents, supporting transition and observing the child.
- Key person approach is a requirement of early years education/care frameworks, e.g. Early Years Foundation Stage (England), Foundation Phase (Wales).
- Key person approach helps parents to exchange and share information effectively to support children's physical care and development, e.g. dietary needs, allergies, health conditions, ensuring medical and physical needs are met.

Topic D.2 How the key person approach supports children's development

Learners must understand how the key person approach, in meeting children's emotional needs, enables children's development to be supported.

How the key person approach supports children's development:

- Emotional development is supported as young children are prevented from becoming distressed when separated from parent/carer, e.g. key person understands children's individual emotional needs and ways to comfort them, children feel more secure
- Language development is supported, e.g. children communicate more to people with whom they have a strong relationship, key person knows how best to communicate with child
- Children's learning is supported, e.g. key person knows children's interests, children feel more confident to try new experiences and explore
- Physical development is supported, e.g. key person is aware of the child's stage of development, recognises suitable equipment and resources
- Social development is supported as children learn to make relationships beyond their family circle, e.g. key person approach helps children to develop relationships with others in the setting.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the importance of inclusive practice in early years			
1A.1 Outline three benefits to children of inclusive practice in early years settings.	2A.P1 Describe how children benefit from inclusive practice in early years settings. #	2A.M1 Explain the potential impact on children of inclusive and non-inclusive practice in early years settings, using appropriate examples. #	2A.D1 Compare how inclusive and non-inclusive practice affects children in early years settings, using case studies. #
1A.2 Outline three ways in which children may be affected by non-inclusive practice in early years settings.	2A.P2 Describe ways in which children may be affected by non-inclusive practice in early years settings. #		
Learning aim B: Explore ways in which early years settings implement inclusive practice			
1B.3 Outline how inclusive practice is implemented in selected early years settings.	2B.P3 Describe how inclusive practice is implemented in selected early years settings.	2B.M2 Explain how inclusive practice is implemented in a selected early years setting.	2B.D2 Assess the extent to which inclusive practice is successfully implemented in a selected early years setting.

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how children are empowered in early years settings			
1C.4 Outline why adults in early years settings seek to empower children.	2C.P4 Explain why adults in early years settings seek to empower children.	2C.M3 Explain how effective empowerment of children can benefit their development, using appropriate examples.	2C.D3 Assess the extent to which an early years setting is successful in empowering children, using a case study.
1C.5 Identify how adults in early years settings can empower children.	2C.P5 Describe how adults in early years settings can empower children.		
Learning aim D: Understand the importance of the key person approach in supporting children's development			
1D.6 Identify two reasons why the key person approach is used in early years settings.	2D.P6 Explain why the key person approach is used in early years settings.	2D.M4 Explain how the key person approach supports children's development, using appropriate examples.	2D.D4 Evaluate the contribution of the key person approach to a selected child's development.
1D.7 Identify ways that children's development is supported by the key person approach.	2D.P7 Describe how the key person approach supports all areas of children's development.		

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria directly build on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or by several, smaller assignments. For example, the assignment can be set within a specific early years setting and explore how the principles of early years practice are applied within that setting.

Learning aim A

For 2A.P1: learners must describe how children benefit from inclusive practice in early years settings. They are expected to give examples of ways in which children may benefit from inclusive practice in early years settings. These could include examples that illustrate advantages to children's development, wellbeing and health, using the unit content in topic A.1. Learners' descriptions are expected to show understanding of the concept of inclusive practice.

For 2A.P2: learners must describe ways in which children may be affected by non-inclusive practice in early years settings. Learners could use examples that describe ways children may be affected if settings do not apply inclusive practice. For example, if a child is excluded from joining in a physical play opportunity with others as equipment is not suitable for their needs, they may feel inferior, resulting in a poor self-image. Learners should be able to describe at least three different ways in which children may be affected.

For 2A.M1: learners are asked to explain the potential impact on children of inclusive and non-inclusive practice in early years settings. Learners must use appropriate examples to explain the ways in which children's health, development and wellbeing may be affected by inclusive and non-inclusive practice in early years settings, linking the unit content in topic A.1 and topic A.2. The examples or case studies must demonstrate accepted best inclusive practice and examples of non-inclusive practice in early years settings.

For 2A.D1: learners must compare how inclusive and non-inclusive practice affects children in early years settings, using case studies. Learners are expected to extend their piece of work to contrast both the long- and short-term outcomes to children's health, development and wellbeing of inclusive and non-inclusive practice in early years settings.

For 1A.1: learners are expected to outline three benefits to children of inclusive practice in early years settings.

For 1A.2: learners must outline three ways in which children may be affected by non-inclusive practice in early years settings.

Learning aim B

For 2B.P3: learners must describe how inclusive practice is implemented in selected early years settings. Learners could use examples from settings for children of different ages to describe approaches used by the settings to demonstrate inclusive practice. Learners are expected to explore the unit content for topic B.1 and show understanding of the concept of inclusive practice in meeting children's unique needs.

For 2B.M2: learners need to explain how inclusive practice is implemented in a selected early years setting. They could use examples of approaches, which may be case studies. Learners need to explain the approaches used by the setting to support inclusive practice – for example, how providing a fluorescent ball enables a child with visual impairment to play a ball game with other children shows that a setting has provision to meet individual needs and has included and supported the child.

For 2B.D2: learners need to assess the extent to which inclusive practice is successfully implemented in a selected early years setting. They are expected to extend their piece of work to make judgements about how successful the approaches used were in ensuring that children and their families were respected and valued in meeting children's unique needs and in allowing all children to be included and supported. This could include suggestions for different approaches the settings could use.

For 1B.3: learners need to outline how inclusive practice is implemented in selected early years settings. Three different ways should be given.

Learning aim C

For 2C.P4: learners need to explain why adults in early years settings seek to empower children. Learners could use examples to support their explanations, which must include why settings seek to empower children and how children benefit from being empowered. Learners are expected to explore the content given for topic C.1 and show understanding of the concept of empowerment.

For 2C.P5: learners are expected to describe how adults in early years settings can empower children. They could use examples that show how adults empower children using the content given for topic C.2 – for example, how a snack time in a setting for children aged three years up to five years is organised by the adults to enable the children to prepare the food for snacks, set the table, choose when they have their snack and offer choices of food. Learners could then describe how this supports empowerment by involving children, supporting decision making, encouraging choices and supporting independence and self-care. Learners are expected to use examples from settings for children of different ages.

For 2C.M3: learners need to explain how effective empowerment of children can benefit their development. They could use a case study to provide appropriate examples. Learners should be encouraged to link the unit content of topic C.2 to explain how the setting empowers children in ways appropriate to their age/stage of development.

For 2C.D3: Learners should select an appropriate early years setting that will allow them to study the topic in depth. Learners are expected to make a judgement about how successful the setting has been in empowering children and why their approaches have been successful in ensuring children are involved in decisions that affect them.

For 1C.4: learners need to outline why adults in early years settings seek to empower children.

For 1C.5: learners must identify how adults in early years settings can empower children, citing three different ways.

Learning aim D

For 2D.P6: learners must explain why the key person approach is used in early years settings. They could use examples from settings for children of different ages to support their explanations, using the content given for topic D.1. For example, the key person approach in a setting for children from two up to five years gives emotional support to children starting school as children may be anxious in this transition. Learners are expected to show understanding of how the key person approach in settings provides for the emotional and care needs of children aged from birth up to eight years through the development of a strong and consistent relationship with a child and their family.

For 2D.P7: learners are to describe how the key person approach supports all areas of children's development. Learners' descriptions must cover all areas of development (physical, cognitive, communication and language, emotional development, and social development). Examples of ways in which development may be supported are given in topic D.2.

For 2D.M4: learners need to explain how the key person approach supports children's learning and development. Learners need to use appropriate examples, which could be case studies of children in different settings across the age ranges (birth up to two years, two years up to five years, five years up to eight years). Learners must use the examples to explain how having a key person approach in place helps to meet the emotional and care needs of the children, and how their development is supported, with reference to the unit content in topic D.1 and topic D.2.

For 2D.D4: learners are to evaluate the contribution of the key person approach to a child's development. Learners need to use a case study and make a judgement about the value of the key person approach to all areas of the child's development. This could consider the impact on the child's development if the key person approach had not been effective in meeting the child's emotional and care needs.

For 1D.6: learners need to identify two reasons why the key person approach is used in early years settings.

For 1D.7: learners must identify ways that children's development is supported by the key person approach and include different areas of development.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Why Inclusive Practice is Important in Early Years Settings	As part of your preparation for work, the manager of the setting has asked you to look at inclusive practice. This will help you to understand why early years settings place great importance on ensuring all children and their families are valued and supported. You are to produce a report. You need to: ● describe how children benefit from inclusive practice in early years settings ● describe how children may be affected by non-inclusive practice in a setting ● use appropriate examples to explain the potential impact on children of inclusive and non-inclusive practice in early years settings ● compare how inclusive and non-inclusive practice affects children in early years settings, using case studies.	The report could be written or IT-produced.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2, 2B.D2	How Early Years Settings Implement Inclusive Practice	The manager was impressed with your understanding of the importance of inclusive practice and has asked you to contribute to a handbook for learners to help them to understand how the setting enables all children to be included and supported. You are to produce a chapter for the work experience book for early years learners. You need to: ● describe how inclusive practice is implemented in selected early years settings ● explain how a selected early years setting implements inclusive early years practice ● assess the extent to which inclusive practice is successfully implemented in a selected early years setting.	The handbook could be written/ IT-produced accounts.

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Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.D3	How Children are Empowered in Early Years Settings	Part of the induction process for new staff in the early years setting includes providing information about empowering children and how the adults in the setting work to involve children in decisions that affect them. Your manager has asked you to produce materials for induction. The setting provides for children from birth up to eight years, so your information needs to be relevant for staff working with children across the whole age range. You are to produce a handout for new staff. You need to: ● explain why adults in early years settings seek to empower children ● describe how adults in early years settings can empower children ● use appropriate examples to explain how adults in an early years setting empower children ● assess the extent to which an early years setting is successful in empowering children.	The materials could include written or IT-produced accounts.

Criteria covered	Assignment	Scenario	Assessment evidence
1D.6, 1D.7, 2D.P6, 2D.P7, 2D.M4, 2D.D4	How the Key Person Approach Supports Children	Staff are planning an open evening for families whose children will shortly be starting in the setting. The children who are starting cover age range for children from birth up to eight years. You have been asked to contribute by producing materials about the importance of the key person approach. You are to prepare a presentation. You need to: ● explain why the key person approach is used in early years settings ● describe how the key person approach supports all areas of children's development (physical, cognitive, communication and language, emotional and social) ● use appropriate examples to explain how the key person approach supports children's development ● evaluate the contribution of the key person approach to a selected child's development.	This could include presentation slides, handouts, posters and articles.

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Unit 4: Promoting Children's Positive Behaviour

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

To be part of society we all have to learn to control our feelings and behaviours. We also have to learn to adapt the way we behave according to the situation that we are in. This learning begins in childhood and is supported by adults.

This unit aims to develop your knowledge and understanding of how children learn positive behaviour. It looks at the role of adults in early years settings in supporting and encouraging children to develop positive behaviour. Throughout the unit you will need to use knowledge and understanding of the characteristics of children's development to know what behaviour can be expected from children and what support is appropriate. For example, it is not realistic to expect children aged two to share their toys and wait patiently for their turn.

You will explore the different factors that affect children's behaviour. This will help you to understand why some children have difficulty in showing desirable behaviour. You will look at how settings can encourage children to behave positively by ensuring that children are valued and respected, and by providing boundaries and expectations for their behaviour. You will learn how adults deal with children's behaviour and how different strategies can be used when children are showing unwanted behaviour.

You will also learn about the role of adults in early years settings in promoting children's positive behaviour.

You need to study *Unit 1: Patterns of Child Development* before undertaking this unit.

Learning aims

In this unit you will:

A understand factors that affect children's behaviour

B understand how adults in early years settings promote children's positive behaviour

C understand how adults support children's behaviour in early years settings.

Learning aims and unit content

What needs to be learnt

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

Learners should understand the factors that affect children's behaviour, explain how children may be affected by different factors, and identify the aspects of Maslow's five-stage hierarchy of needs theory and Bandura's social learning theory that apply to children's behaviour. Learners should understand how these theories can be applied to factors affecting children's behaviour in given scenarios. Learners should be able to compare the value and relevance of these theories for individual children and situations.

Topic A.1 Why children's behaviour may be affected by certain factors

- Physical factors:
  - sleep – children need sufficient sleep for their age, including naps to relax and to give them energy for play, learning and development. Lack of sleep may cause irritability, agitation, increased activity and reduced concentration
  - food and drink – children need regular food and drink, including healthy snacks and water, for concentration, energy and a sense of wellbeing. Lack of food/dehydration may cause irritability and a lack of tolerance
  - exercise – children need exercise to aid concentration and memory, and to promote a sense of wellbeing. Lack of exercise may cause frustration. According to Maslow's hierarchy of needs theory, basic physical needs must be met before other needs can be addressed.
- Biological factors:
  - children with delayed physical development may be upset and frustrated if they are unable to join in with activities
  - cognitive delay may affect how children understand rules or remember instructions for how to behave; they may lack concentration and show impulsive behaviour
  - communication and language delay affects children's ability to express themselves, which may cause frustrated behaviour
  - illness – children who are unwell may lack concentration and tolerance, may become easily upset, and behaviour may regress.
- Social factors:
  - influences of role models – children imitate the behaviour of adults from watching how adults behave, according to Bandura's social learning theory and experiments with the 'bobo doll'; children may also learn undesirable behaviour from adults and other children.
- Emotional factors:
  - children need consistent and positive relationships with parents and adults that show affection, attention and genuine interest. Without these positive relationships, children may show attention-seeking behaviour, withdrawal, defiance and lack of concentration
  - changes in home circumstances affecting security – may result in attention-seeking behaviour, aggression towards other children and adults, and withdrawal
  - the importance of children's security in relation to Maslow's theory.

continued

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What needs to be learnt
● Cognitive factors: ○ stimulation through provision of appropriate activities and learning opportunities ○ under-stimulation – under-stimulated children may become bored and seek challenges in other ways, for example, through attention-seeking behaviour ○ over-stimulation – over-stimulation may cause children to become over-excited, impulsive and boisterous.

What needs to be learnt

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

Learners should understand how early years settings value and respect children, and how valuing and respecting children encourages positive behaviour. Learners should recognise how the approaches settings use to value and respect children are appropriate for children at different ages/stages of development. Learners should be able to recognise the effectiveness of provision within early years settings to promote positive behaviour and recommend improvements.

Learners should understand: how settings use boundaries and expectations for behaviour; how boundaries and expectations for behaviour support positive behaviour; and how and why boundaries and expectations need to be relevant to the age/stage of development of children.

Topic B.1 How settings encourage positive behaviour through provision

Early years settings value and respect children as individuals by:

- listening to children and considering their opinions, and responding to their suggestions to support the development of self-esteem and self-respect
- creating a suitable environment to encourage children to make choices enabling them to have a sense of control over their lives, allowing them to take responsibility and develop confidence and independence, including:
  - choosing activities and selecting resources
  - choosing where they play – indoors or outdoors
  - choosing what they eat and drink by offering food choices at snacks and meal times, and self-serving
  - being responsible for tasks in the setting – for example, setting the table, pouring drinks, sweeping up sand, tidy-up time
  - involvement in agreement of expectations by discussing boundaries and reasons for rules
- having a 'key person' approach to support the development of strong and consistent relationships with children to help them feel secure and develop confidence
- meeting children's physical needs for rest and sleep, and for food and exercise, to promote a sense of wellbeing
- ensuring that children have enjoyable and varied opportunities and experiences, including activities that provide stimulation, reflect their interests and give them the opportunity to express emotions.

What needs to be learnt

Topic B.2 Supporting positive behaviour through boundaries and expectations for behaviour

Early years settings achieve this through:

- communicating the boundaries and expectations for behaviour for children and adults, as agreed in the behaviour policy, to ensure all adults are informed and understand how to apply the policy in the setting
- ensuring the boundaries and expectations are suitable for the age and stage of children; unrealistic expectation of children's behaviour results in children feeling insecure, frustrated and unable to meet expectations
- ensuring all adults in the setting consistently follow the behaviour policy of the setting, as inconsistency of adult responses results in children:
  - feeling insecure
  - feeling confused
  - taking advantage of inconsistency by ignoring rules
- ensuring consistency of boundaries and expectations between the home and the setting to support positive behaviour by keeping parents informed, to help children feel secure and to prevent confusion
- supporting children to understand how to meet expectations for behaviour by discussing reasons for rules, agreeing boundaries and expectations with children, and reminding them of rules and boundaries
- encouraging children to value and respect others through taking turns, sharing toys and equipment, playing safely, and being polite
- encouraging children to take responsibility for their behaviour by helping them to understand the consequences of their actions when they are aware of the feelings of others.

What needs to be learnt

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

Learners should understand different ways that adults support children to behave positively and the different factors that affect children's behaviour. Learners should recall and apply knowledge of child development to explain why support is relevant for children's age/stage of development.

Learners should understand how the support given by adults relates to Skinner's operant conditioning theory and how different strategies can be used to deal with unwanted behaviour. Learners should be able to analyse the value and relevance of operant conditioning theory for individual children and situations.

Learners should understand why strategies may be effective for children at different ages/stages of development. Learners should be able to recommend alternative approaches for children with different needs and in different situations in given scenarios.

Topic C.1 How adults support children's positive behaviour

- Modelling the desired behaviour – demonstrating good manners, thoughtfulness, showing respect to others and always behaving and speaking appropriately to set a positive example.
- Having positive expectations of children's behaviour, as children are likely to behave according to the expectations of adults.
- Responding positively to wanted behaviour with positive reinforcement, using praise or rewards:
  - Skinner's operant conditioning theory suggested that children are more likely to repeat wanted behaviour if there is a reward
  - rewards could be verbal praise, a smile of approval, stickers, stars or points, their own choice of activity or story
  - the possibility that children may choose to show positive behaviour only if praised or rewarded
  - rewards must be meaningful/appropriate to the child in order to be effective
  - consistent and continual positive reinforcement is more likely to be effective.
- Responding to unwanted behaviour using sanctions:
  - sanctions could be removal of treats or toys, restriction of activities
  - appropriateness of sanctions in early years settings.
- Responding consistently to children's behaviour to prevent confusion.
- Recognising children's level of understanding and responding by simplifying instructions, using a visual timetable to help them to understand what is happening and what is expected of them, notices to remind older children about expectations.
- Providing supervision and recognising warning signs such as raised, excited voices or silence, which may indicate children are becoming bored or have found something inappropriate to do.
- Supporting children to solve potential problems themselves by discussing ways to share and take turns, and ways to resolve their own conflicts.

continued

What needs to be learnt

- Knowing that some behaviours, such as clinging, tantrums, throwing objects in anger, snatching and answering back, are associated with specific ages/stages of development.
- Comparing the effectiveness of methods used to support children's positive behaviour:
  - advantages of using positive reinforcement to respond to wanted behaviour – change behaviour of child for longer period of time, positive impact on relationship with adults, positive impact on child's self-esteem, creation of positive environment in the setting, positive role models, respect for the child, praise and rewards must be appropriate/meaningful to motivate child
  - disadvantage of using positive reinforcement – child may choose to behave appropriately only if rewarded
  - advantages of using sanctions versus positive reinforcement – appropriate when positive approaches are inappropriate or have been ineffective, more immediate impact, only effective if appropriate to children's level of cognitive development, their understanding of consequences of actions and the feelings of others
  - disadvantages of using sanctions – it is a negative approach, negative impact on child's self-esteem, less positive environment in the setting.

Topic C.2 How adults deal with unwanted behaviour

Types of unwanted behaviour:

- attention-seeking behaviour – interrupting activities, answering back, challenging instructions, clinging
- destructive behaviour – hitting, biting, kicking, pinching, pushing, tantrums, throwing objects, head-banging
- verbal aggression – name calling, swearing.

Dealing with unwanted behaviour:

- consider whether the child or other children are at risk of harm and if so act immediately
- consider if there are specific reasons or circumstances in terms of physical and emotional developmental factors that have led to the behaviour as this will influence choice of strategies
- stay calm and do not show anger so that the children will see that the adult remains in control, and also to diffuse the situation
- strategies –
  - remember the age/stage of the child, and the child's level of understanding, and use the appropriate strategy
  - use facial expressions and body language to let children know that their behaviour is inappropriate – young children want adult approval
  - say 'no' with eye contact, making sure that the child does not carry on with the behaviour
  - distraction – effective with younger children as it takes their attention away from what is causing the difficulty, and also works with older children who are bored as it offers them another activity to carry out
  - warn older children that they are showing unwanted behaviour, explain why the behaviour is not appropriate, remind them of the boundaries and consequences

continued

What needs to be learnt
○ ignore attention-seeking behaviour if children are not at risk, as this does not rewards children for their unwanted behaviour ○ sanctions – explain what will happen if the behaviour continues; a negative approach will not work if it is not followed through as children will learn that you do not carry out what you threatened ○ remove equipment or resources – prevents the child from continuing to use items inappropriately, helps a younger child to change focus ○ comfort children who have been affected by unwanted behaviour to alleviate their distress and make clear to the attention-seeking child that their behaviour will not be rewarded with adult attention ○ reporting unwanted behaviour to other practitioners in the setting in line with policy so that children can receive the support they need.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is an externally assessed, paper-based unit. The examination will be set and marked by Pearson.

Examination format

Learners will complete a 60-minute examination worth 50 marks. The paper will consist of multiple-choice questions, short scenario-based questions and extended writing questions.

Learners will need to demonstrate and apply their knowledge and understanding. Learners will also be expected to draw on their knowledge and understanding from *Unit 1: Patterns of Child Development*.

Unit 5: Health and Safety in Early Years Settings

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Parents expect their children to be kept safe in an early years setting. Accidents may happen as children are developing the skills to move, walk and climb because they do not understand how to keep themselves safe. Children also need to develop immunity to fight infections. All early years settings need to keep children safe by reducing the risk of accidents and infections.

In this unit you will look at accidents that may occur to babies and children, and where and why they happen. There are measures that can be taken to reduce accidents, and you will explore how adults in early years settings prevent accidents by minimising the risks.

Infections can spread quickly and easily between children in early years settings where they play closely and share equipment and toys. You will look at how infections are spread and the ways that adults in early years settings can minimise the spread of infection through following routines and thorough cleaning procedures, and supporting children to develop good hygiene through hand-washing. If you wish to work in early years settings, it is essential that you have a good understanding of how to keep children safe.

Learning aims

In this unit you will:

A understand accident prevention in early years settings

B understand infection control in early years settings.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand accident prevention in early years settings

Topic A.1 Understand accidents that may occur to babies and young children

Babies and children are at risk from accidents. Learners will need to understand how and where accidents may occur and why children are vulnerable.

Why children are at risk from accidents, including that:

- babies and young children under three years have no awareness of danger, and their behaviour is impulsive
- babies and young children under three years put things in their mouths
- from three years children begin to understand risks and dangers but need reminding
- from five years children begin to assess risks and understand the concept of safety, but they may forget about safety in excited play with peers, and lack experience in assessing risk for themselves
- children are developing their physical skills, e.g. balance, coordination and control
- babies and children are curious to explore their environment.

Potential accidents that could affect children in early years settings, including:

- falls, e.g. from open windows, nappy-changing tables, highchairs and climbing frames; children climb and risk falling from heights, or they may fall on wet surfaces or on stairs if they do not have the skills to get down safely
- burns and scalds, e.g. from ovens, hot liquids, hot drinks
- cuts, e.g. from sharp implements in kitchens, scissors
- bruises, e.g. from slammed doors, wheeled toys
- choking and suffocation, e.g. on food, small toys, pen tops, suffocation from plastic bags
- poisoning, e.g. from chemicals and cleaning materials in toilets, nappy-changing areas and kitchens, from plants
- electrocution, e.g. from electric sockets or electrical equipment in playrooms
- drowning, e.g. in ponds outdoors, in bathrooms.

Topic A.2 The role of adults in early years settings in preventing accidents

Learners will need to understand how adults in early years settings minimise the risk of accidents to babies and children by:

- carrying out risk assessments according to health and safety legislation
- following the procedures of the setting by visually checking areas and equipment, recording potential risks and suggesting ways of minimising them
- choosing toys and equipment appropriate for the child's developmental age and stage
- using toys and resources that have safety marks, e.g. CE, Lion, BSI
- reading and following manufacturers' instructions on toys and equipment, e.g. not suitable for children under three, do not use on slippery or uneven surfaces

continued

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What needs to be learnt
● providing supervision appropriate for the age of children, e.g. constant close supervision of children under three years; children aged three up to five years require adults to be in sight and hearing as the children need reminding about risks and dangers; children over five years need supervision, guidance and support in assessing risk ● maintaining areas where children are playing, by tidying, removing equipment that is damaged, wiping up spills ● using safety equipment, e.g. window and door latches, safety gates, reins, car seats, cycle helmets ● helping children from three years to learn about safety by talking about the consequences of actions, developing safety rules in the setting, and by being a good role model.

What needs to be learnt

Learning aim B: Understand infection control in early years settings

Topic B.1 How infections are spread in early years settings

Babies and children are vulnerable to infection, which may be spread quickly in early years settings. Learners will need to understand how infection is spread, and why babies and children are at risk in early years settings.

How infections enter the body, including:

- inhalation when bacteria and viruses are breathed in
- ingestion when bacteria and viruses are swallowed
- inoculation when bacteria and viruses enter through cuts in skin.

How infections may be spread in early years settings, including:

- children may inhale bacteria and viruses when others cough and sneeze
- children may swallow bacteria and viruses if food is contaminated, if children put contaminated objects and materials in their mouths, and if children put their contaminated hands in their mouths
- infection may enter the skin as a result of accidents causing cuts, grazes or punctures.

Why babies and children are at risk from infections in early years settings, including:

- they are less able to fight infections as their immune systems are immature
- babies and young children frequently explore objects with their mouth
- infections can spread quickly in early years settings where babies and children are in close contact
- young children do not have bowel and bladder control, posing a risk of contamination
- cuts and grazes from falls occur as children are developing physical skills.

continued

What needs to be learnt

Topic B.2 How adults in early years settings can reduce infection risk

The spread of infections to children in early years settings can be reduced by effective infection control, which includes hand-washing routines and cleaning procedures. Learners will need to be able to describe how adults in early years settings can minimise infections.

Infection control includes:

- following hand-washing routines by washing hands before touching food, before and after changing nappies, after going outdoors, after using the toilet, after blowing nose, after touching sensory materials, e.g. water, sand, paint
- supporting children to wash their hands, e.g. reminding children, enabling them to access water, soap, towels
- encouraging children to cover their mouths when sneezing or coughing
- acting as a good role model to children by always following the routines and procedures of the setting
- wearing disposable gloves and aprons when changing nappies, clearing up body fluid spills, preparing and serving food
- keeping rooms ventilated by opening windows
- washing equipment that children touch, handle and put in their mouths, e.g. toys, playing equipment, feeding equipment
- replacing sensory materials regularly, e.g. water in the water tray, dough
- following routines to clean toilets, nappy-changing areas, food preparation and serving areas
- washing own clothes
- preparing food safely by storing food at the correct temperature, keeping cooked and raw foods apart, defrosting and cooking food thoroughly, and covering cuts with special blue plasters

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand accident prevention in early years settings			
1A.1 Identify why accidents may occur to babies and children in an early years setting.	2A.P1 Explain why accidents to babies and children may occur in early years settings, using appropriate examples.	2A.M1 Discuss how early years settings may reduce the risk of accidents to babies and children, using appropriate examples.	2A.D1 Assess the extent to which an early years setting is effective in preventing accidents, using a case study.
1A.2 Outline how adults in an early years setting can prevent accidents to babies and children.	2A.P2 Describe how adults in early years settings can prevent accidents to babies and children, using appropriate examples.		
Learning aim B: Understand infection control in early years settings			
1B.3 Identify three ways in which babies and children may get infections.	2B.P3 Describe how babies and children may get infections, using appropriate examples.	2B.M2 Explain the role of the adult in reducing the risk of infections in early years settings, using appropriate examples.	2B.D2 Evaluate the effectiveness of infection control in an early years setting, using a case study.
1B.4 Identify three ways babies and children are at risk from infections in an early years setting.	2B.P4 Describe why babies and children are at risk from infections in early years settings, using appropriate examples.		
1B.5 Outline how adults can reduce the risk of spreading infections to babies and children in an early years setting.	2B.P5 Describe how adults can reduce the risk of spreading infections to babies and children in early years settings, using appropriate examples.		

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria directly build on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or through several smaller assignments. For example, learners could produce guidance for early years learners about the measures taken to protect children from accidents and infections in early years settings. Evidence could include presentation slides, verbal presentations, leaflets or written guidance.

Learning aim A

For 2A.P1: learners are expected to explain why accidents may occur to babies and children in early years settings. Learners need to use examples to explain how falls, burns and scalds, cuts and bruising, choking and suffocation, poisoning, electrocution and drowning may occur. Accidents may occur to children at different stages of their development, and learners are expected to explore this in their descriptions. For example, a baby may fall from a nappy-changing table when they learn to roll over, or an older child may fall from climbing equipment as they are developing their climbing abilities.

For 2A.P2: learners are expected to describe how adults in early years settings can prevent accidents from occurring to babies and children. Learners need to use appropriate examples to support their description. Learners need to make reference to the adult role in preventing accidents to babies and children of different ages. For example, the differences in adult supervision required for babies and children under three, children between three and five years, and children over five to reduce the risk of accidents. Learners are expected to explore the unit content given for topic A.2.

For 2A.M1: learners are asked to discuss how early years settings may reduce the risk of accidents to babies and children. Learners may participate in a group discussion and record the conclusions. They should use appropriate examples to explain ways in which early years settings minimise the risk of babies and children having accidents by following the setting's risk assessment procedures, through their provision of adult supervision suitable for the developmental stages of babies and children, (linking the unit content in topic A.1 and topic A.2).

For 2A.D1: learners need to assess the extent to which an early years setting is effective in preventing accidents. Learners need to use a case study to make a judgement about how successful the setting has been in preventing accidents and why their approaches have been effective.

For 1A.1: learners need to identify why accidents may occur to babies and children in early years settings.

For 1A.2: learners need to outline how adults in early years settings can prevent accidents to babies and children.

Learning aim B

For 2B.P3: learners are to describe how babies and children may get infections in early years settings. They need to use appropriate examples to show how babies and children get infections by breathing in or swallowing bacteria and viruses, or through cuts in their skin. Learners need to explore the content given for topic B.1, for example, a child may cough and sneeze and other children playing closely beside them are at risk of inhaling the virus or bacteria. Examples given must cover how both babies and children may get infections.

For 2B.P4: learners need to describe why babies and children are at risk from infections in early years settings. They need to use appropriate examples to describe the particular risk of infection to babies and children when they are in a group in an early years setting, in relation to their maturity, the way they play and the proximity of other babies and children.

For 2B.P5: learners need to describe how adults can reduce the risk of spreading infections to babies and children in early years settings. Learners need to use appropriate examples that show how adults minimise the risk of infections, and their spread, through putting routines in place, such as cleaning procedures, and by encouraging children in early years settings to adopt preventative practices, using the content given for topic B.2. For example, adults can encourage children to wash their hands by providing a step so that the children can reach the tap and the soap.

For 2B.M2: learners need to explain the role of the adult in reducing the risk of infections in early years settings. Learners must use appropriate examples to show the responsibilities of adults in controlling infections in early years settings, linking the unit content of topic B.1 and topic B.2. This could include the implications for babies and children if routines and cleaning procedures are not followed.

For 2B.D2: learners need to evaluate the effectiveness of infection control in an early years setting, using a case study. Learners are expected to make a judgement about the extent to which the routines, cleaning procedures and ways children are supported and encouraged could minimise the risks of infection in the setting. This could include suggestions of ways of improving infection control.

For 1B.3: learners need to identify three ways babies and children may get infections. Reference must be made to three different ways they may get infections.

For 1B.4: learners are to identify three ways babies and children are at risk from infections in an early years setting. Reference must be made to risks to babies and children.

For 1B.5: learners need to outline how adults can reduce the risk of infections spreading to babies and children in early years settings.

Assignments do not have to be presented in written format. Learners could, for example, give a verbal presentation or engage in a class discussion observed by the teacher. Evidence presented verbally should be recorded. Detailed observation records/witness statements should be completed and retained for internal and external verification.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	How the Early Years Setting Prevents Accidents to Babies and Children	The early years setting is producing a guide for parents about how the setting prevents accidents to babies and children. You have been asked to help the staff prepare the guide. You are to produce information to reassure the parents about how accidents are prevented in the setting. You need to: ● explain why accidents to babies and children may occur in early years settings, using appropriate examples ● describe how adults in early years settings can prevent babies and children from having accidents, using appropriate examples ● discuss how early years settings may reduce the risk of babies and children having accidents, using appropriate examples ● assess the extent to which an early years setting is effective in preventing accidents, using a case study.	The guide could include handouts, posters, articles and presentation slides.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Infection Control in an Early Years Setting	Rainbow Nursery has employed several new staff members. The manager has asked you to put together an information file about infection control in the setting that the staff will be able to refer to. You need to: • describe how babies and children may get infections, using appropriate examples • describe why babies and children are at risk from infections in early years settings, using appropriate examples • describe how adults can reduce the risk of spreading infections to babies and children in early years settings, using appropriate examples • explain the role of the adult in reducing the risk of infections in early years settings, using appropriate examples • evaluate the effectiveness of infection control in an early years setting, using a case study.	The information file could include written/IT-produced accounts.

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Unit 6: Supporting Children's Language and Literacy Development

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Successful early language development is a key factor for a child's future success. Children need to develop language for social relationships, to express thoughts and feelings, and for literacy (reading and writing). All early years settings focus on developing children's communication, language and literacy skills as they are important areas of learning and development in early years frameworks.

In this unit you will look at how adults can encourage children's language development by providing activities that are appropriate for their age or stage of development. You will explore how adults can support children in becoming skilled communicators by engaging them in activities and experiences that encourage their speaking and listening skills. You will learn how adults can support children in developing reading and writing skills by providing suitable experiences and positive support.

By the end of this unit you will understand how to encourage children's language and literacy development, which will help you to support children and plan appropriate activities when working with them.

Learning aims

In this unit you will:

A understand how to support children's language development

B understand how to support children's reading development

C understand how to support children's writing development.

Learning aims and unit content

What needs to be learnt

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

Topic A.1 Adult-led activities to support children's language development

Learners must understand how adults can support children's language development. They must also understand the importance of children's language development for social relationships, thinking, reading and writing and how age/stage-appropriate activities and experiences encourage early language development right from the outset to support children in becoming skilled communicators.

Adult's role in supporting language development:

- choosing language activities that are appropriate to the age/stage of the child, to avoid the child becoming frustrated or bored
- speaking clearly to help the child learn new words, phrases and expressions
- adapting activities and style of working to meet the needs of the child, e.g. retelling a story on request, allowing more time for a child to respond
- observing children to ensure that the language activity is enjoyable, and adapting or curtailing it if required
- showing enthusiasm and interest in the activity to act as a role model and to help children enjoy the activity.

Activities to support language development

Different activities that adults use to support language development for different age ranges including the following.

Birth up to two years:

- encouraging vocalisation and turn taking, e.g. using finger puppets and soft toys
- encouraging children to talk and be interested in what they are experiencing and seeing, e.g. using treasure baskets, water play and finger foods, going on outings, such as to see trains or to the swings
- supporting listening skills, turn taking and the development of new words, e.g. using finger rhymes such as 'This Little Piggy Went to Market', 'Tommy Thumb'
- encouraging repetition to help learn new words, e.g. action songs such as 'Row, Row, Row the Boat', 'The Wheels on the Bus'.

Two years up to five years:

- encouraging children to speak by using hand and finger puppets
- encouraging expressive language and development of vocabulary with activities that provide interesting materials for children to experience, e.g. cooking, gardening
- encouraging development of vocabulary by using action songs that encourage participation, such as the 'Hokey Cokey', 'The Farmer's in His Den', 'Ring a Ring o' Roses'
- supporting the development of listening skills, new vocabulary and expressions, using storytelling such as 'Goldilocks and the Three Bears', and games such as picture lotto and guess the sounds.

continued

What needs to be learnt

Five years up to eight years:

- encouraging children to use language to express themselves through opportunities to participate in puppet shows and drama
- encouraging the development of language to express thoughts through activities that provide opportunities for exploring materials, e.g. modelling with clay, activity to sort properties of materials
- encouraging listening with games, e.g. Simon says and sound lotto
- encouraging the development of new vocabulary by going on outings that allow children to have new experiences, e.g. to a museum, farm or castle.

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

Topic B.1 Activities to support children's reading development

Learners need to be able to understand activities and experiences that will support children's reading as their development progresses, including:

- sharing books with children that are appropriate to their age/stage of development to develop their interest in reading, e.g. fabric and board books for babies, picture books with repeated phrases for toddlers, stories with plots for older children
- encouraging recognition of familiar words, e.g. by using a name treasure hunt, pointing out names and captions
- making books with children to help them learn about page layout and that print in English is read from left to right
- singing nursery rhymes for younger children, e.g. 'Five little peas in a pea pod pressed' to focus on the 'p' sound
- saying rhymes, phrases and tongue twisters with alliteration to develop phonic awareness for older children, e.g. 'Betsy the bear balancing bananas'
- playing sound games to help children to identify certain letter sounds, e.g. sound lotto or 'I spy'
- playing word games to encourage reading, e.g. a word quiz, a treasure hunt with messages.

Topic B.2 Adult's role in supporting children's reading skills

Learners must be able to understand how adults can support children's reading development, including:

- choosing books and activities that are appropriate to the age/stage of children's language development
- choosing fiction and non-fiction books, and other reading materials that reflect children's interests, e.g. animals, space
- reading books clearly with expression and enthusiasm
- responding to children's interests when sharing or reading stories, e.g. replying to a question, encouraging them to turn pages
- giving children time to look at books
- knowing which rhymes are appropriate for the age of the child, e.g. nursery rhymes for younger children, poems for older children.

What needs to be learnt

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

Topic C.1 Activities to support children's writing development

To develop the skills for writing, children need to be able to control the muscles in their arms and hands to take, hold and move things with control. Children need to be encouraged to participate in enjoyable, achievable activities to develop their manipulation skills, dexterity and grasp. Learners will need to understand which activities and experiences support children as their writing development progresses.

Activities to support children's writing development include:

- painting and drawing to help children develop handwriting skills using a range of tools, e.g. large and small brushes, crayons, pencils, felt pens
- providing mark-making activities to encourage children to develop an interest in early writing, e.g. using damp sand, gloop, foam soap
- scribing and annotating for children, e.g. writing a caption on a drawing, writing a message on a card
- providing opportunities for children to develop their own writing, e.g. using shopping lists, notepads and markers, white boards.

Topic C.2 Adult's role in supporting children's writing development

Learners need to understand how adults can support children's writing development in providing writing activities and the importance of providing a wide variety of resources and materials as stimuli for writing.

The adult's role in supporting children's writing development includes:

- recognising children's age/stage of development when planning activities to ensure that the activity is appropriate, enjoyable and safe
- joining in with early writing activities to encourage children to participate and also to act as a role model
- checking that materials for early writing are attractive and effective, e.g. making sure that felt tips work, crayons have been sharpened and there is sufficient paper
- forming letters correctly when annotating or scribing for children to ensure that children see a good role model
- giving positive feedback when children are attempting to write.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how to support children's language development			
1A.1 Identify two activities adults use to support children's language development at each age range.	2A.P1 Explain how adults support children's language development using activities appropriate for each age range, using examples.	2A.M1 Discuss how an adult can be effective in supporting children's language development at each age range, using appropriate examples.	2A.D1 Assess the suitability of support provided by adults for children's language development, for one activity at each age range.
Learning aim B: Understand how to support children's reading development			
1B.2 Identify how three activities may support children's reading development.	2B.P2 Describe how different activities support children's reading development, using appropriate examples.	2B.M2 Explain how adult support may benefit children's reading development, using appropriate examples.	2B.D2 Assess the effectiveness of adult support for children's reading development, using case studies.
1B.3 Outline how adults support children's progress in reading.	2B.P3 Describe how adults can support children's progress in reading.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how to support children's writing development			
1C.4 Identify writing activities for children and the writing development that will be supported. #	2C.P4 Describe writing activities for children and how writing development will be supported, using appropriate examples. #	2C.M3 Explain how adult support may benefit children's writing development, using appropriate examples. #	2C.D3 Assess the effectiveness of adult support for children's writing development, using case studies. #
1C.5 Outline how adults can support children's writing development.	2C.P5 Describe how adults can support children's writing development.		

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria build directly on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or through several smaller assignments. For example, the assignment could be set within an early years setting and explore how activities and adults support children's language and literacy development. Evidence could include presentation slides, verbal presentations, leaflets or written guidance.

Learning aim A

For 2A.P1: learners need to explain how adults support children's language development at each age range (birth up to two years, two up to five years and five up to eight years). Learners could use the examples of activities given in topic A.1 as guidance to explain how adults support children's language development. For example how the adult supports language development when using finger puppets with children from birth up to two years by speaking clearly, allowing time for the child to respond and showing enthusiasm, and how this will support language development. This should be repeated for the ages two up to five years and five up to eight years.

For 2A.M1: learners are to discuss how an adult can be effective in supporting children's language development at each age range (birth up to two years, two up to five years and five up to eight years). Learners need to use examples to link how selected activities are suitable for the age/stage of the children described in 2A.P1, and how effective support given by the adults can affect children's language development. For example, children aged two up to five years need books with a simple plot and illustrations, read by an adult who responds to their questions to benefit their language development. Examples for each of the age ranges will need to be covered.

For 2A.D1: learners need to assess the suitability of the support provided by adults for children's language development, for one activity at each age range (birth up to two years, two up to five years and five up to eight years). Learners could use case studies to make judgements about the appropriateness of adult support in encouraging the children's language in each activity. This could include suggestions for support that may be more effective in helping the children's language to develop.

For 1A.1: learners are expected to identify how two activities used by adults can support children's language development at each age range (birth up to two years, two up to five years and five up to eight years).

Learning aim B

For 2B.P2: learners are to describe how different activities support children's reading development. Learners need to use examples of three different reading activities for children who are at different stages of their reading development. For example, learners could describe a book with clear pictures that is suitable for toddlers. Learners could go on to describe why it is suitable and how it would support language development. In this example, learners could say the book has pictures that children could recognise and point to, and that repeats words and phrases. Examples of reading activities are given in the content for topic B.1.

For 2B.P3: learners need to describe how adults can support children's progress in reading. Learners could use examples to describe how adults encourage children as they progress with their reading development by selecting age/stage appropriate books and activities, reading to children with expression and responding to children's interest in reading, using the unit content in topic B.2 as guidance.

For 2B.M2: learners are expected to explain how adult support may benefit children's reading development. Learners need to use examples to show how adults can support children as their reading progresses to develop their interest in reading, encouraging recognition of words, and helping them to learn about page layout and to recognise letters, words and phonics.

For 2B.D2: learners are to assess the effectiveness of adult support for children's reading development. The learner should use case studies that demonstrate appropriate adult support, where the activities are not age/stage appropriate, to enable them to make judgements about the effectiveness of the support and different ways adults can encourage reading development.

For 1B.2: learners are to identify how three activities may support children's reading development.

For 1B.3: learners need to outline how adults support children's progress in reading.

Learning aim C

For 2C.P4: learners are to describe writing activities for children and how their writing development will be supported by these activities. Learners need to use examples of writing activities for children who are at different stages of writing development and then go on to describe how the activity would support progression. An example would be an activity for young children in which they make marks in wet sand with their fingers, and how the use of different tools will help to develop children's grasp, manipulation and control, which are skills needed for writing. Examples of writing activities are given in the content for topic C.1.

For 2C.P5: learners need to describe how adults support children's progress in writing. Learners could use examples to describe how adults encourage children as they progress with their writing development, including by selecting age-/stage-appropriate activities, acting as a role model, and providing materials that are attractive and safe, using the unit content in topic C.2 as guidance.

For 2C.M3: learners need to explain how adult support can encourage children's writing development. Learners need to use examples that show how, by selecting age/stage appropriate activities and providing suitable support, adults can encourage children to progress with their writing development. Learners should link the unit content of topic C.1 and topic C.2.

For 2C.D3: learners are to assess the effectiveness of adult support for children's writing development. The learners should use case studies that demonstrate appropriate adult support and case studies where activities and support are not age/stage appropriate, to make judgements about the effectiveness of the adult support in developing children's writing. The case studies could include suggestions for different ways adults could provide support to encourage writing development.

For 1C.4: learners need to identify writing activities for children and the writing development that will be supported.

For 1C.5: learners are expected to outline how adults can support children's writing development.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	How Adults Support Children's Language Development	You have been asked to submit a feature for a childcare and education magazine to advise adults about how to support children's language development. You are to produce an article for the magazine. You need to: • explain how adults support children's language development through activities appropriate for each age range, using examples • discuss how an adult can be effective in supporting children's language development at each age range, using appropriate examples • assess the suitability of support provided by adults for children's language development, for one activity at each age range.	The magazine article could include written/IT-produced accounts and charts.

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Criteria covered	Assignment	Scenario	Assessment evidence
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2	How to Support Children's Reading Development	The librarian in your children's library has asked you to provide a leaflet for the library about how adults can support children's reading development. You are to produce a leaflet or handout. You need to: • describe how different activities support children's reading development, using appropriate examples • describe how adults can support children's progress in reading using examples • explain how adult support may benefit children's reading development, using appropriate examples • assess the effectiveness of adult support for children's reading development, using case studies.	The leaflet or handout could include a chart and a report.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.D3	How to Support Children's Writing Development	You have been asked by the manager of Rainbow Children's Centre to put together an information file about how children's writing development can be supported, for staff to refer to. The children who attend the centre are aged from birth up to eight years. You need to: • describe writing activities for children and how writing development will be supported, using appropriate examples • explain how adults can support children's writing development using examples • discuss how adult support may benefit children's writing development, using appropriate examples • assess the effectiveness of adult support for children's writing development, using case studies.	The information file could include written/IT-produced accounts.

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Unit 7: Making Healthy Food Choices for Children

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

A healthy diet is essential for children's growth and to make sure they have the energy to play and learn new skills. Childhood is a crucial time for learning good dietary habits that can lay the foundations for future good health. In this unit you will explore what is meant by a balanced diet and its effects on the body, for example, in healthy growth and development, in increasing immunity to infection and in improving concentration. You will also explore what is meant by an unbalanced diet and how this may lead to poor health.

In this unit you will explore the nutritional needs of children up to eight years and learn about their specific dietary requirements. You will be able to understand food labels and be able to check the content of food and drinks in order to meet dietary requirements. You will find out about the role of the adult in ensuring that specific dietary needs are met and in encouraging children to make healthy choices from a variety of foods provided. If you choose to work in early years, the knowledge and understanding you will gain in this unit are essential to support children's dietary needs by helping them to make healthy food choices and establish healthy eating patterns at a time when they are starting to show food preferences.

Learning aims

In this unit you will:

A understand the importance of a balanced diet to meet the nutritional needs of children from birth up to eight years

B understand how adults can support children's dietary needs.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand the importance of a balanced diet to meet the nutritional needs of children from birth up to eight years

Learners need to understand the components of a balanced diet and why the components are important for children, including the effects on them of poor nutrition. Learners must be able to describe a diet that is balanced and appropriate for children as they have different dietary requirements from adults.
 	
Topic A.1 Components of a balanced diet for children
 	
● Know that a balanced diet needs to include sufficient amounts of nutrients and water to maintain the body's energy needs: carbohydrates, protein, fats, vitamins, minerals and water.
● Know that to gain all the nutrients, children need to eat a range of foods from the food groups; foods include sources of carbohydrates, proteins, fats, vitamins, minerals and water.
● Food groups – functions and food sources:
  ○ starchy foods providing carbohydrate for energy, from sugars, starch and fibre – sources include bread, pasta, rice, potatoes, couscous, bananas, yams
  ○ meat, fish, eggs and beans providing protein for growth and repair, and iron for blood and brain development – sources include beef, chicken, tuna, modified soya, lentils
  ○ fruit and vegetables providing vitamins, minerals and fibre to ensure healthy functioning of all body systems – sources include bananas, raisins, grapes, carrots, salad leaves
  ○ milk and dairy foods providing protein for growth and repair, fats for energy, support of the immune systems and brain development, vitamins and calcium for bones and teeth – sources include cheese, yogurt, full-fat milk
  ○ fats and sugar providing energy but few nutrients, so food containing these is only needed in small quantities – sources include sweets, chocolate, cakes, buns, biscuits, crisps, chips, sugary drinks.
● Awareness of current guidelines on the provision of food and drink recommended for children aged from birth up to eight years to support their growth and development, including weaning, portion size, the eatwell plate, salt and sugar intake, five a day, water.
● Understand the information provided on food labels to inform dietary choices and portion sizes.
 	
continued

What needs to be learnt

Topic A.2 Potential effects of diet on children's health and development

The benefits of a balanced diet, including:

- healthy growth and development in line with expected norms showing an increase in weight and height, and bone and muscle development
- development of children's motor skills, manipulative skills and hand–eye coordination
- raised immunity to infections, reducing recovery times and preventing illness
- greater energy levels to engage in activities, play and exploration of their environment
- increased concentration and brain function to support learning of new skills and enjoyment of activities and games
- faster healing of skin, tissues and mucous membranes preventing further vulnerability to infection.

The effects of an unbalanced diet, including malnutrition:

- over-nutrition –
  - short-term effects, e.g. too much fat and carbohydrate causing obesity, excessive sugar causing dental decay
  - long-term effects, e.g. heart disease, type 2 diabetes
- under-nutrition, e.g. poor growth, specific nutrient deficiencies, low concentration span –
  - vitamin deficiency

    vitamin A, e.g. night blindness, impaired maintenance and repair of skin, mucous membranes

    vitamin B, e.g. beriberi

    vitamin C, e.g. scurvy

    vitamin D, e.g. rickets, low blood calcium, brittle bones, impaired tooth formation

    vitamin E, e.g. lethargy, muscle weakness

    vitamin K, e.g. impaired blood clotting
  - mineral deficiency

    calcium, e.g. impaired bone and teeth formation

    iron, e.g. affecting brain development, anaemia.

What needs to be learnt

Learning aim B: Understand how adults can support children's dietary needs

Learners need to understand the responsibilities of adults in ensuring children are given food that is appropriate for their health, religious, cultural and family preferences. Learners need to be able to describe how adults can encourage children to eat a healthy diet and help them to make healthy food choices.

Topic B.1 Food allergies, intolerances, medical, religious and ethical choices

- Information regarding children's individual needs is shared with all staff, and parents' wishes are respected.
- Knowing the individual dietary needs of children, including allergies, intolerances, medical, religious and ethical reasons to provide appropriate food.
- Religious and cultural reasons for particular food choice, e.g. Hinduism, Judaism, Islam.
- Ethical reasons or personal preferences for particular food choice, e.g. vegetarian, vegan.
- Allergic reactions of children to nuts, eggs, other foods or additives.
- Medical conditions of children that result in specific requirements, diabetes, coeliac disease.
- Intolerances of children to dairy products and wheat.
- Using food labels to inform dietary choices, e.g. gluten-free, nuts, dairy products, halal, kosher.
- The importance of ensuring a balanced diet for those who have individual dietary needs.

Topic B.2 Ways in which adults should encourage children to make healthier food choices

- Being a positive role model – engaging and encouraging children to enjoy a variety of foods, sitting and eating with children.
- Making meal and snack times a positive experience, helping children to develop healthy eating habits, especially as food preferences develop between ages one and five
- Involving children in preparing food for their snack time by providing choices of healthy snacks and supporting them to prepare these.
- Encouraging children to try new foods – suggesting, but not insisting, that they sample a variety of different foods and tastes.
- Presenting food in an attractive way – engaging interest and discussion.
- Presenting food in easy-to-manage portions – enabling children to help themselves.
- Involving children in the preparation of food and in sharing food – putting food on to serving plates, counting portions, passing round food in turn.
- Encouraging children to decide on amounts – pouring own drink, choosing portions of food.
- Encouraging children to feed themselves using child-sized cutlery, plates and cups/ feeding mugs.
- Planning cooking activities with children to support their enjoyment of preparing their own food to eat – e.g. fruit salad, pizza, biscuits.
- Sharing information in relation to current dietary requirements with parents through regular newsletters, the setting's website and links to Food Standards Agency and NHS sites.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the importance of a balanced diet to meet the nutritional needs of children from birth up to eight years			
1A.1 Outline the components of a balanced diet and their food sources.	2A.P1 Describe the functions of each component of a balanced diet.	2A.M1 Assess the specific dietary requirements of children to support their growth and development as they progress from birth up to eight years.	2A.D1 Analyse a child's selected meal and snack plan for a day, ensuring all components of a balanced diet are met.
1A.2 Identify the benefits of a balanced diet on children's health.	2A.P2 Explain the importance of children's diet on their health and development, using appropriate examples.		
Learning aim B: Understand how adults can support children's dietary needs			
1B.3 Identify reasons why some children may require a specific diet.	2B.P3 Explain different reasons why a child may require a specific diet.	2B.M2 Assess how adults in a selected early years setting support children's individual needs and encourage healthier food choices, using a case study.	2B.D2. Analyse the effectiveness of adults in supporting children's dietary needs, using a case study.
1B.4 Identify ways in which adults encourage children to make healthier food choices.	2B.P4 Describe ways in which adults in an early years setting can encourage children to make healthier food choices.		

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that the assessment criteria are hierarchical. For example, within a learning aim, the level 2 Merit and Distinction criteria build directly on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or through several smaller assignments. For example, learners could produce guidance for early years learners about the importance of a balanced diet and how adults encourage children to make healthy food choices to meet nutritional requirements.

To engage and motivate learners, it is recommended that a variety of assessment methods and presentation formats are employed when assessing this unit. It is important for learners to appreciate that issues relating to nutrition can be an emotive subject and should be presented in a sensitive manner.

Learning aim A

For 2A.P1: learners need to describe the functions of each component of a balanced diet. Learners need to describe the role of each of the five food groups which are gained from food sources such as starchy foods; meat, fish, eggs and beans; fruit and vegetables; milk and dairy foods; fats and sugar and how, when they are balanced, they contribute to a healthy body. For example, learners could describe the nutrients provided by milk and dairy foods and why they are important in the diet, then go on to show the proportion of milk and dairy foods that are needed to provide a balanced diet. This could include reference to the eatwell plate and evidence of food sources.

For 2A.P2: learners are required to explain the importance of children's diet for their health and development. Learners need to provide examples that show how a balanced diet benefits children's health and development, and how children may be affected by over- and under-nutrition, with reference to the unit content of topic A.2.

For 2A.M1: learners need to assess the specific dietary requirements of children to support their growth and development as they progress from birth up to eight years. Learners could use examples to explore the changing dietary needs of children to support their developmental needs as they grow, linking the unit content in topic A.1 and topic A.2. Reference must be made to children's dietary requirements across the age range – for example, the nutritional needs of babies who are being weaned, and the change in portion size to meet the growth and energy needs of school-aged children.

For 2A.D1: learners need to analyse a child's selected meal and snack plan for a day, ensuring all components of a balanced diet are met. They are expected to make a judgement about the extent to which the meals, snacks and drinks in the selected menu are appropriate for the child's age, health and development needs, and would provide the recommended balance of food groups. Learners could include recommendations for ways the menu could be improved to meet the current guidance on provision of food for children.

For 1A.1: learners need to outline the components of a balanced diet and their food sources.

For 1A.2: learners are required to identify the benefits of a balanced diet on children's health.

Learning aim B

For 2B.P3: learners need to explain different reasons why a child may require a specific diet, with reference to the content for topic B.1. For example, a child may have a medical condition such as coeliac disease, which means they could become unwell if they eat wheat, barley, rye and oats (gluten).

For 2B.P4: learners are to describe ways in which adults in an early years setting can encourage children to make healthier food choices. Learners need to explore the content of topic B.2 and could use examples to describe how an adult can be a positive role model, make meal and snack times an enjoyable experience, and involve children in food and mealtime preparations. They could go on to describe how these examples would encourage children to make healthier food choices.

For 2B.M2: learners are required to assess how adults in a selected early years setting support children's individual needs and encourage healthier food choices. Learners need to use a case study to consider how the setting meets the needs of children with specific diets and how children are encouraged to make healthier food choices, linking the content of topic B.1 and topic B.2.

For 2B.D2: learners need to analyse the effectiveness of adults in supporting children's dietary needs, using a case study. Learners are expected to extend their piece of work to make a judgement about the extent to which the adults have been successful in meeting children's individual and special dietary needs, and encouraging their healthy food choices. Learners could include recommendations for ways in which support for children's dietary needs could be improved.

For 1B.3: learners need to identify reasons why some children may require a specific diet. Reference must be made to children with food allergies, intolerances, medical reasons, and religious and ethical choices.

For 1B.4: learners are required to identify ways in which adults can encourage children to make healthier food choices.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Components of a Balanced Diet and the Effects of Diet on Health	At the local children's centre, parents want more information on balanced diets. The team has been asked to create a poster and leaflets with relevant information to share with parents on balanced diets and effects of a balanced diet on health. You need to produce a poster and leaflets that: • describe the main factors of each component of a balanced diet • use examples to explain the importance of children's diet to their health and development • assess the specific dietary requirements of children to support their growth and development as they progress from birth up to eight • analyse a selected meal and snack plan for a day for a child, ensuring all components of a balanced diet are met.	The poster and leaflets could include charts and a table with written descriptions.

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Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2.	Specific Diets and the Role of Adults in Supporting and Encouraging Healthy Eating in Children	Staff at a pre-school have been asked to produce information to show parents how they support and encourage children to make healthier food choices, including those children with specific dietary requirements. You need to: • explain different reasons why a child may require a specific diet • describe ways in which adults in an early years setting can encourage children to make healthier food choices • use a case study to assess how adults in a selected early years setting support children's individual needs and encourage healthier food choices • use a case study to analyse the effectiveness of adults in supporting children's dietary needs.	Information could include presentation slides, leaflets, a booklet and posters.

Unit 8: Introduction to Working in the Early Years Sector

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Working with children in their early years is very rewarding and worthwhile as you are helping them develop valuable skills that will have an impact on their future. The work is interesting, enjoyable and varied; seeing children smile and helping them to progress is very satisfying. However, babies and children can be demanding, and working with them requires a range of personal qualities and attributes, such as enthusiasm, a sense of humour, warmth, patience and energy.

In this unit you will explore why these qualities and attributes are important. You will learn about the different types of early years settings for children of various ages, and how the settings can meet the differing needs of families. There are different job roles, responsibilities and career pathways for personnel in the early years sector, and you will investigate these in this unit. This will be helpful for you when planning your career pathway if you choose to work with children.

Learning aims

In this unit you will:

A investigate the role of workers in different types of early years settings

B explore roles, responsibilities and careers in the early years sector.

Learning aims and unit content

What needs to be learnt

Learning aim A: Investigate the role of workers in different types of early years settings

Topic A.1 The personal attributes and qualities required for work in the early years sector

Learners need to know the personal attributes and qualities required for work in the early years sector. Learners must know why they are important for supporting children's development and wellbeing, and how they provide reassurance to families that their children are safe, happy and stimulated. These attributes and qualities include:

- a genuine interest in children and their development, e.g. enabling children to gain skills and attitudes that will contribute to later academic outcomes, supporting children with additional needs to reach their potential
- a sense of humour and genuine pleasure in the company of children, as children enjoy being with adults who are appropriately playful
- patience, as babies and young children are demanding of attention and may show unwanted behaviours linked to their age and stage
- initiative and quick thinking, as babies and children do unexpected things, and adults have to act promptly to keep children safe
- calmness, in order for children to remain relaxed and secure, e.g. when children are upset or in emergency situations
- warmth, kindness and empathy in order for children to feel nurtured by providing safe, nurturing environments that support children's overall development
- motivation and energy, as tired, unenthusiastic adults are not able to support children's overall development, e.g. by providing outdoor activities to encourage physical development, responding to children's questions to support their language and cognitive development
- sensitivity to the needs of families, e.g. families who have children with physical or learning disabilities or young unsupported parents
- punctuality and reliability, as parents rely on staff being there in order to leave their child and go to work
- excellent personal hygiene to prevent spread of infection, as babies' and young children's immune systems are weak, e.g. general cleanliness, clean clothes, clean nails and hair
- a clean criminal record, as vetting is undertaken before employment or volunteering can take place to ensure that children are safe and statutory requirements are met.

continued

What needs to be learnt

Topic A.2 Types of early years settings

Learners need to understand the different types of early years settings provision and how they meet the differing needs of children and families. Children often attend more than one setting during their early years and some may be attending more than one setting at the same time.

Types of early years provision include:

- children's centres: provide a range of education, health and social services tailored to the needs of the local community, provide all-day childcare and education for children from birth up to five years, aim to support all families, but particularly families in disadvantaged areas, offer parents a range of advice and support, e.g. access to training, advice from health visitors.
- pre-schools: based in the local community, sometimes in shared community provision, usually sessions of three hours, parents leave their children, parents may be involved in volunteering in the pre-school, in management or fund-raising activities for the pre-school.
- parent and toddler groups: usually organised in the local community and staffed with volunteers, provide short sessions for parents to bring their babies and toddlers to, parents stay and join in with their children.
- workplace nurseries: provide full daycare to allow parents to work, usually care for babies and may have after-school clubs, based on or near the premises of the workplace.
- daycare nurseries: provide full daycare to allow parents to work, usually take babies as well as older children, may have after-school provision.
- childminders: provide childcare sessions and daycare in their own home, usually take babies as well as older children, responsible for working with children of several ages at the same time, may have after-school provision, may be able to meet the needs of parents who work shifts.
- nurseries attached to schools: provide sessions and/or short days, provide sessions run by a teacher, term-time only, usually take children from three years, most children will go into the school's reception class when they are old enough.
- foundation units: combined nursery and reception classes, term-time only, offer sessions to three year olds.
- nannies working in parents' home: employed directly by parents, responsible for children of different ages, work hours agreed with parents and based on their needs.

What needs to be learnt

Learning aim B: Explore roles, responsibilities and careers in the early years sector

Topic B.1 Roles and responsibilities of personnel in the early years sector

Learners need to investigate the different job roles and responsibilities of personnel who work in different settings within the early years sector.

Job roles and responsibilities in childcare and education, including:

- a registered childminder – responsible for meeting the needs of parents and children and complying with the regulations in the country of work
- a nursery nurse working in daycare, nursery or school – responsibility in the key person role, and observation and planning to support children's development
- a registered nanny working in a parent's home – working flexibly, responsible for meeting the specific needs of children and their parents
- a professional working in a children's centre – responsible for guiding, supporting and leading the practice of colleagues and working in partnership with families
- an early years teacher working in a reception class – responsible for following curriculum requirements and assessing children's progress
- a teaching assistant working in nursery and reception class, e.g. providing support for children and teachers, preparing classroom for lesson, supervising activities for children
- a Special Educational Needs Coordinator (SENCO) working in nurseries, pre-schools and day-care – responsible for planning to support children with additional needs and providing advice about children's specific needs to others in the setting.

Job roles and responsibilities in management/advisory roles:

- a manager working in a children's centre – responsible for developing the work of the children's centre and carrying out staff appraisals
- an early years adviser working for a local authority – responsible for promoting good practice in early years settings and helping settings prepare for inspection
- an inspector working for an inspectorate – responsible for registering childcare settings, inspecting childcare to ensure it meets the standards and regulations, and investigating concerns about childcare provision
- a manager of a nursery or day-care setting – responsible for ensuring setting meets statutory requirements for safety of premises and the employment of staff.

Topic B.2 Career pathways

Learners need to investigate qualifications, training and experience required for different roles in the early years sector, including in:

- children and education roles including –
  - a nursery nurse in a nursery school or day-care settings – requires a vocational qualification that complies with the regulations in the country of work
  - an early years teacher in a nursery school, reception class or other setting – requires Qualified Teacher Status
  - a registered nanny (voluntary Ofsted register or the Childcare Approval Scheme in Wales) – requires paediatric first-aid training
  - a registered childminder – requires completion of training recognised by the local authority.

continued

What needs to be learnt
● management and advisory roles including – ○ a manager of a private nursery or day-care setting – requires leadership qualifications such as Early Years Professional Status (EYPS) or the National Professional Qualification in Integrated Centre Leadership (NPQICL) ○ an inspector of early years settings – requires training under the inspectorate framework of the country of work.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate the role of workers in different types of early years settings			
1A.1 Identify the personal attributes and qualities for work in the early years sector. #	2A.P1 Explain the personal attributes and qualities required for work in the early years sector, using appropriate examples. #	2A.M1 Discuss how the personal attributes and qualities of workers in an early years setting support children's wellbeing, learning and development, using a case study. #	2A.D1 Assess the contribution of the personal qualities and attributes of early years workers in an early years setting to a child and their family, using a case study. #
1A.2 Identify early years settings suitable for families with differing childcare needs.	2A.P2 Select with reasons, early years settings suitable for families with differing childcare needs.		
Learning aim B: Explore roles, responsibilities and careers in the early years sector			
1B.3 Identify the roles, responsibilities, qualifications and experience required for one job role in childcare and education, and a job role in management in the early years sector.	2B.P3 Describe the roles, responsibilities, qualifications and experience required for a job role in childcare and education, and a job role in management in the early years sector. #	2B.M2 Compare the roles, responsibilities, qualifications and experience required for a job in childcare and education, and a job in management in the early years sector.	2B.D2 Evaluate how a combination of qualifications and experience may enable progression to different roles in the early years sector.

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria directly build on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or through several smaller assignments. For example, learners could produce guidance for a careers fair about working in the early years sector. Evidence could include presentation slides, verbal presentations, leaflets or written guidance.

Learning aim A

For 2A.P1: learners are expected to explain the personal attributes and qualities needed for work in the early years sector. Learners need to use examples to support their explanation, exploring the personal attributes and qualities as given in the content for topic A.1 and why they are needed. For example, quick thinking and initiative are needed to prevent children from having accidents, by recognising situations where children may be at risk and taking immediate appropriate action.

For 2A.P2: learners should select early years settings suitable for families with differing childcare needs and give reasons for their choices. Teachers need to provide learners with short scenarios of four families with children of different ages and with different work patterns to enable them to make appropriate selections – for example, a family with children aged 18 months and five years, whose parents work full time and the mother is expecting another baby in five months. Learners need to explore the content of topic A.2 to choose a suitable setting and give reasons for their selection by describing what the setting provides and why it meets the needs of the children and their families in the scenarios.

For 2A.M1: learners need to use a case study and draw on the content of topic A.1 to discuss how the personal attributes and qualities of workers in an early years setting support children's wellbeing, learning and development. This could include the implications for children if workers in the setting do not demonstrate the required personal attributes and qualities.

For 2A.D1: learners need to assess the contribution of the personal qualities and attributes of early years workers in an early years setting to a child and their family, using a case study. Learners are expected to make a judgement about the contribution of the personal qualities and attributes of the early years workers, given in topic A1, to a child and their family. Learners could include reference to the extent to which the personal qualities and attributes of the early years workers nurture and encourage the child to enable them to reach their potential and provide reassurance and support for the family.

For 1A.1: learners need to identify the personal attributes and qualities for work in the early years sector.

For 1A.2: learners are to identify early years settings suitable for families with differing childcare needs.

Learning aim B

For 2B.P3: learners need to select one job role in the early years sector in childcare and education, and one job role in management and describe the responsibilities, qualifications and experience required for these jobs. This needs to include the duties, responsibilities and any relevant academic qualifications, vocational qualifications and professional qualifications that are required, and the amount and level of experience needed to work with children, families, colleagues and professionals. An example would be the roles and responsibilities of an early years teacher in a nursery class in following curriculum requirements, assessing children's progress and supporting children's transition into school.

For 2B.M2: learners should compare the roles, responsibilities, qualifications and experience required for a job in childcare and education, and a job in management in the early years sector, linking topic B.1 and topic B.2.

For 2B.D2: learners need to evaluate how a combination of qualifications and experience may enable progression to different roles in the early years sector. Learners are expected to extend their piece of work to make a judgement about how qualifications and experience enable progression to different roles in childcare and education, and in management.

For 1B.3: learners need to identify the roles, responsibilities, qualifications and experience required for a job in childcare and education, and a job in management in the early years sector.

Learners and the teacher need to ensure that they provide current information about qualifications and experience required for roles in the early years sector.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1B.3, 2A.P1, 2A.P2, 2B.P3, 2A.M1, 2B.M2, 2A.D1, 2B.D2	Roles and Responsibilities of Personnel in Different Types of Early Years Settings and the Qualifications and Experience Required For These Roles.	Your school/college is planning a careers fair. You have been asked to prepare information about working in the early years sector and opportunities for career progression. You are to produce information for the careers event. You need to: • use examples to explain the personal attributes and qualities required for work in the early years sector • select early years settings suitable for families with differing childcare needs and give reasons for choices • discuss how the personal attributes and qualities of workers in an early years setting support children's wellbeing, learning and development • assess the contribution of the personal qualities and attributes of early years workers in an early years setting to a child and their family • describe the roles and responsibilities of a job in childcare and education, and a job in management in the early years sector • describe the qualifications and experience required for a job role in childcare and education, and a job role in management in the early years sector	Information could include handouts, posters, articles and leaflets.

Criteria covered	Assignment	Scenario	Assessment evidence
		• compare the roles, responsibilities, qualifications and experience required for a job in childcare and education, and a job in management in the early years sector • evaluate how a combination of qualifications and experience may enable progression to different roles in the early years sector.	

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Annexe A

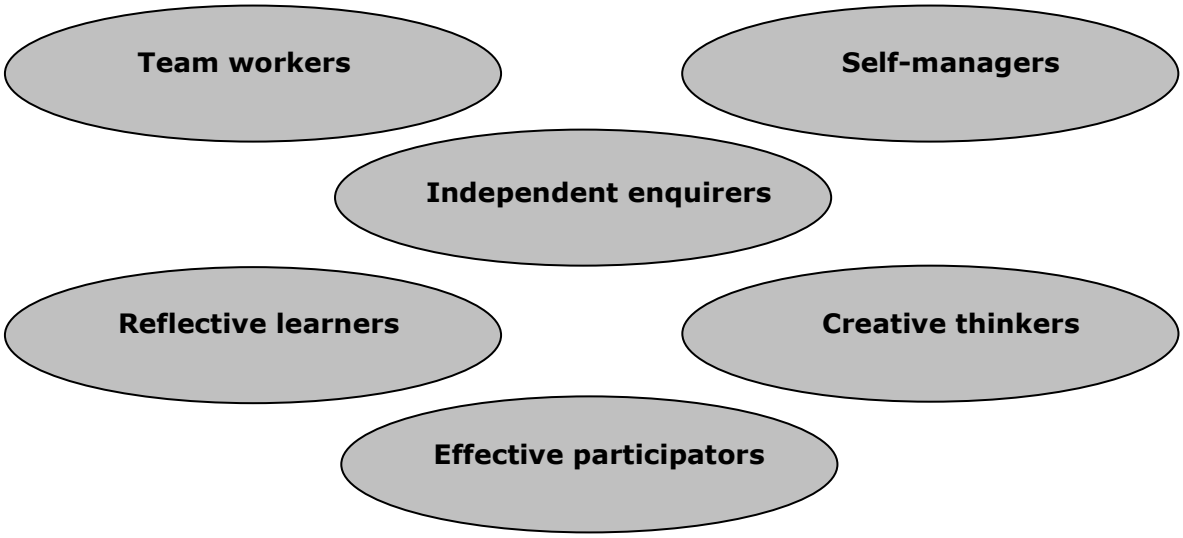
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

Source – QCDA

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that is indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers
Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
Young people: ● identify questions to answer and problems to resolve ● plan and carry out research, appreciating the consequences of decisions ● explore issues, events or problems from different perspectives ● analyse and evaluate information, judging its relevance and value ● consider the influence of circumstances, beliefs and feelings on decisions and events ● support conclusions, using reasoned arguments and evidence.

Creative thinkers
Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
Young people: ● generate ideas and explore possibilities ● ask questions to extend their thinking ● connect their own and others' ideas and experiences in inventive ways ● question their own and others' assumptions ● try out alternatives or new solutions and follow ideas through ● adapt ideas as circumstances change.

Reflective learners
Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.
Young people: ● assess themselves and others, identifying opportunities and achievements ● set goals with success criteria for their development and work ● review progress, acting on the outcomes ● invite feedback and deal positively with praise, setbacks and criticism ● evaluate experiences and learning to inform future progress ● communicate their learning in relevant ways for different audiences.

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Team workers
Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.
Young people: ● collaborate with others to work towards common goals ● reach agreements, managing discussions to achieve results ● adapt behaviour to suit different roles and situations, including leadership roles ● show fairness and consideration to others ● take responsibility, showing confidence in themselves and their contribution ● provide constructive support and feedback to others.

Self-managers
Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.
Young people: ● seek out challenges or new responsibilities and show flexibility when priorities change ● work towards goals, showing initiative, commitment and perseverance ● organise time and resources, prioritising actions ● anticipate, take and manage risks ● deal with competing pressures, including personal and work-related demands ● respond positively to change, seeking advice and support when needed.

Effective participators
Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.
Young people: ● discuss issues of concern, seeking resolution where needed ● present a persuasive case for action ● propose practical ways forward, breaking these down into manageable steps ● identify improvements that would benefit others as well as themselves ● try to influence others, negotiating and balancing diverse views to reach workable solutions ● act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓					
2	✓	✓	✓	✓		✓
3	✓	✓	✓			✓
4	✓	✓				
5	✓	✓	✓			✓
6	✓	✓	✓			✓
7	✓	✓	✓			✓
8	✓	✓	✓			✓

Annexe B

Synoptic assessment

BTEC qualifications are designed to enable learners to connect their learning and to relate it to realistic situations. Learners should be encouraged to draw their learning together through use of practical assignments. The mandatory units provide the essential knowledge, understanding and skills required in health and social care, and underpin the content of the mandatory units. For the Pearson BTEC Level 1/ Level 2 First Award in Children's Play, Learning and Development, the mandatory unit, *Unit 2: Promoting Children's Development Through Play*, should include activities and an assessed assignment that enables learners to demonstrate that they can select and apply their knowledge, understanding and skills from across their learning to the key vocational task of demonstrating understanding of how to structure play to promote children's development in early years settings.

The synoptic nature of this assignment is satisfied through learners:

- showing links and holistic understanding/approaches to units of study from the specification, for example understanding the key aspects of children's growth and development, the relationship between play and specific areas of children's growth and development and the importance of the key person approach in supporting children's development
- interrelating concepts and issues when demonstrating understanding of providing resources and activities that promote sensory play, heuristic play and child-initiated play
- applying understanding and skills from across different units to develop appropriate strategies for different early years contexts or situations when promoting the empowerment of children through structured play and appropriate adult support
- making connections to particular early years contexts or child development situations when developing knowledge and skills related to the characteristics of children's development from birth to eight years, the provision of different types of play opportunities in order to facilitate child development across all areas and how the key person approach supports children's development through play in specific areas, including emotional, language, cognitive, physical and social
- applying and adapting a range of different methods and/or techniques when recommending a play activity to facilitate adult support of children's development in a specific area
- suggesting or applying alternative effective approaches for early years contexts and situations in order to support the developmental needs of specific children through play activities
- demonstrating an appreciation and awareness of how different techniques, methods or approaches can be used or adapted to structure children's play in order to support children's development in specific or different areas, including emotional, language, cognitive, physical and social
- selecting and using specialist terminology where appropriate.

Annexe C

The structure of the Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development is taught over 120 guided learning hours (GLH). It has three mandatory units.

Learners must complete the three mandatory units to reach a total of 120 GLH.

This BTEC First Award has units that your centre assesses (internal) and a unit that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development			
Unit	**Mandatory units**	**Assessment method**	**GLH**
1	Patterns of Child Development	External	30
2	Promoting Children's Development Through Play	Internal	30
3	The Principles of Early Years Practice	Internal	60

Specification

BTEC FIRST CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

Certificate

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