



BTEC Level 3 in Children’s Play, Learning & Development (EYE)

Exam Board: Pearson

Entry requirements: Grade 4 in GCSE English Language/Literature

Intent

Structure

This qualification has been designed as part of a two-year, full-time study programme for learners who are intending to go onto further study in the childcare or education sector. It supports access to a range of higher education courses if taken as part of a programme of study that includes another BTEC or A Level alongside it. This course holds relevant UCAS points that ranges from 32-112 points dependant on the overall grade achieved at the end of this course.

As a special feature, this course has been designed and approved with Early Years Educator status. This means students must complete the 750 hours practical work placement compulsory element to be counted in the staff ratio requirements of the Early Years Foundation Stage statutory framework should they enter the world of work immediately after completing this course. Students will gain first-hand experience working with children age between 0 to 8 years in three different professional settings.

Throughout the course students will actively engage in the processes of children's development and play in order to develop as effective and independent students. They will understand aspects of personal development, in the early years sector and early education, through investigation and evaluation of a range of services and organisations Each student will be supported to develop a critical and analytical approach to problem solving within childcare and early years sectors. They will examine the issues which affect the nature and quality of child development, including appreciation of diversity and cultural issues. There will be opportunities to develop an awareness of the influences on an individual’s health and wellbeing as well as the importance of motivation and support when working with children.

Implementation

Content & Sequencing

Year 12

Students will complete unit 1,2, 3, 5, 6, 11 in order to progress to Year 13. Unit 1 and 2 are compulsory exams. Students also need to have completed a total of 450 hours of a total of 750 hours work experience to gain their Early Years Educator status. Each unit is subject to an external verification process.

Year 13

Students will complete their remaining 300 hours work experience and complete the last 4 units; 8, 7,9 & 10. They will also have to complete their work experience portfolio. All 10 units must be successfully completed in order to achieve Early Years Educator status.

Unit 1	Children’s Development	Learners will gain an understanding of children’s developmental progress from birth up to seven years 11 months.
Unit 2	Development of Children’s Communication, Literacy and Numeracy Skills	Learners will gain an understanding of how children develop literacy, language, numeracy and communication skills and how to promote and support this development.

Unit 3	Play and Learning	Learners study the benefits of play, the influence of theories and approaches to play, and how to provide and support purposeful play and learning activities for children.
Unit 5	Keeping Children Safe	Learners study the responsibilities of a professional to promote and maintain health and safety, and what to do in an emergency or when there are concerns about a child’s welfare.
Unit 6	Children’s Physical Development, Care and Health Needs	Learners study the physical care and health needs of children, develop skills to support these needs and learn how to recognise ill health and support ongoing health conditions.
Unit 7	Children’s Personal, Social and Emotional Development	Learners explore how to support children’s personal, social and emotional development and apply skills to support and promote positive behaviour in an early years setting.
Unit 8	Working with Parents and Others in Early Years	Learners study the role of parents and how to develop professional relationships with parents, early years professionals and others to achieve the best possible outcomes for children.

Unit 9	Observation, Assessment and Planning	Learners explore and develop the skills of observing and assessing children and learn how to apply these skills to plan support for children's development.
Unit 10	Reflective Practice	Learners explore theories and approaches of reflective practice in order to apply them to their work in an early years setting and plan for personal development.
Unit 11	The Early Years Foundation Stage	Learners study the structure and purpose of the Early Years Foundation Stage (EYFS) framework, demonstrating own skills to support children towards the statutory requirements.



Assessment Methods

This course has 2 units that are externally assessed and 8 units that are internally assessed according to the BTEC Pearson Edexcel guidelines.

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units - learners complete and achieve all units				
1	Children's Development	120	Mandatory	External
2	Development of Children's Communication, Literacy and Numeracy Skills	120	Mandatory	External
3	Play and learning	60	Mandatory	Internal
5	Keeping Children Safe	60	Mandatory	Internal
6	Children's Physical Development, Care and Health Needs	60	Mandatory	Internal
7	Children's Personal, Social and Emotional Development	60	Mandatory	Internal
8	Working with Parents and Others in Early Years	60	Mandatory	Internal
9	Observation, Assessment and Planning	60	Mandatory and Synoptic	Internal
10	Reflective Practice	60	Mandatory and Synoptic	Internal
11	The Early Years Foundation Stage	60	Mandatory	Internal

Impact

Onward Progression

Students can continue studying this subject area through different qualification routes. Possible routes - University Courses related to teaching and early years professionals. Possible careers include teaching, managing a nursery, social services and governmental advisory positions.

Those not ready to enter into further education can obtain positions as a childcare practitioner in nurseries, pre-schools and as an early years practitioner in mainstream schools.



Further information contact

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