

Well done for choosing to study Level 3 Children's Play, Learning & Development as part of your Post 16 education!

Welcome to BTEC! Your Children's Play, Learning & Development (CPLD) course has been designed to be a vocational course. The course covers a range of units and will allow you the opportunity to develop your skills and broaden your knowledge within this subject. Some of you will have lots of experience in your chosen subject, others may not, do not worry (!), this course will allow you the opportunity to achieve and succeed.

The course will give you the opportunity to work in a professional manner and get hands-on experience gaining knowledge in specialist areas.

The Btec is a work-related course, but when you have finished the course you can use the qualification to help get a job straight away or go into further or higher education, in the same way as your other A levels will help you. You will study four units for your CPLD course.

Level 3 National Award is equivalent to 1 A level. You will gain UCAS points in the same way as you will for A Levels. A pass is equivalent to 16 UCAS points (E Grade at A Level), a **Merit** is 32 UCAS points (C Grade at A Level), **Distinction** is 48 UCAS points (A Grade at A Level) and a **Distinction*** gains you 56 UCAS points (A* grade at A Level)

This Btec course is a modular course and allows you to study particular areas of interest in more detail through specialist units. To pass a particular course (and gain the qualification), you must have completed and passed all grading criteria within each unit you study.

How will I be assessed?

You will have two externally assessed exam. This will be based on what you have learnt in Unit 1: Children's Development.(year 12) and Unit 3: Play and Learning (year 13).

You will then be set a series of assignments for the other two units of study you will undertake.

Assignments are projects that are written by your teachers. During each assignment you will be given an assignment sheet, which explains everything for that project. You will find that the course is set up so that within each unit you will be given between four to six assignments to achieve the criteria needed to pass the unit. For some units you may have the opportunity in the second year of the course to achieve higher grades and catch missed criteria.

Assignment sheets will lay out exactly what tasks you will need to complete to reach the criteria and within each subject area, the same basic format will be used. An assignment can last from one day to over a period of weeks. It is really important to know exactly what you are looking for when reading an assignment sheet. Your teacher will always go over the assignment, and there will always be an opportunity to ask any questions.

At the beginning of each assignment you will be given the unit description and the criteria that goes with it. You should always be aware exactly what it is you need to do to get 'PASS', 'MERIT' or 'DISTINCTION' level.

Your learning on a Btec course is split into three phases;

Btecs have changed! There are new rules for all new students on Btec courses from September 2014. Your assessment will be split into three phases;

Teaching and Learning phase

During this phase, you will be taught all of the content you will need to be able to write your assignment.

You will not be given your assignment but you will be made aware of what the assessment criteria are for each of the assignments. Your teacher may give you some practice activities that will help you when writing your assignment. It is really important in this phase that when your teacher sets you an activity/homework that you complete this, as everything will be geared towards helping you with your assignment.

Your teacher will sign post different criteria in the teaching phase and you will need to make sure that you understand exactly what each assessment criteria means. If you don't understand it is **your responsibility** to let the teacher know that you need some clarification

Assessment phase

During this phase you will be given your actual assignment to complete. These will be set to be completed during a specific amount of time. You will need to make sure that you complete the work during this period as you cannot be given any extra time.

Your teacher will be allowed to give you generic guidance during this phase but not specific guidance on what you need to do to meet the criteria. You will need to use all the notes, information and feedback you gained during the teaching and learning phase to complete your assignment work. This is why it is really important to complete all of your work during teaching and learning phase. You can use textbooks and the internet but nothing should be copied from these directly.

If you fail to meet a deadline for your work, you will be given a detention.

Under these new rules, you are **not allowed** to save all of your work up and hand it in at the last minute! (despite what you may have done in year 11).

Post-assessment phase

Your teacher will provide you with clear feedback on each of the assessment criteria you have achieved and on the criteria you did not achieve. But you cannot be given advice or instructions on how to meet the higher criteria. They can give you guidance on where you could have gained the information from if you did not achieve the higher grade.

You will only be given an opportunity to resubmit your work if;

- *you met the deadline
- *your teacher thinks you will be able to achieve the higher criteria

If a new deadline is agreed the work must be resubmitted within **10 days** of you receiving your feedback. These 10 days must be in term time and in the same academic year. You cannot go into year 13 with work outstanding from year 12. You will not receive any further guidance on how to achieve this additional work, other than what is on your feedback sheet.

If you still do not achieve, you will be given **one** more opportunity to achieve a pass only. This will involve a different assignment being set. If you do not meet the new deadline or achieve the criteria, you will not be allowed any further retakes.

The Assignment Brief

You will find in an assignment brief the grading criteria taken from the qualification specification. They relate to 'PASS', 'MERIT' and 'DISTINCTION'. The criteria are laid out in a list, and each criterion has a number. The first criteria on the list would be referred to as 'P1', 'M1' and 'D1', the second on the list 'P2', 'M2' and 'D2' and so on.

Each unit may have a different number of criteria in order to complete that unit.

How does an 'Assignment Sheet' actually work?

You will be given an assignment sheet each time a new project begins. You may find that you have more than one assignment running with different teachers at the same time. It is really important that you know what the different parts of the assignment sheet mean. It is not as complicated as it looks!

What happens when the assignment is over and the work has been marked?

When you have finished the assignment and handed in all the evidence (work) required the teacher will mark it and the verifier may also second mark some of the group's work.

You will then be given your work back with feedback on top of your work. This sheet is included within the 'Assignment Brief'. This sheet will have the criteria you have been awarded noted upon it.

Providing Feedback to Students

Feedback should be given to you within approximately two weeks of the submission date. The feedback needs to evidence the assignment as well as the feedback sheet. You will be provided with positive and encouraging comments that will promote a climate of interest in improving the quality of your written and/or practical work. The feedback from your teachers will not be able to tell you what you need to do to improve. You have to treat your assignment writing as if it were an exam, therefore you cannot be given any extra, individual help with your work.

Feedback on the assignment will take the form of:

- ❖ Clarification of misconceptions – in these cases comments will be designed to improve understanding. Your teacher may wish to talk directly to you. Good references or other support materials could be identified.
- ❖ Comments on spelling, punctuation and grammar. There may also be comments on composition, layout and presentation.
- ❖ You will be given concise feedback but will not be told what you have to do to complete the work again. .
- ❖ You will be praised for good work especially where there is evidence of selective and applied research or balanced arguments or interesting examples.

What happens if I have not met all of the work at least at a 'pass' level?

On our BTEC courses the teachers will make sure that an assignment explains exactly what you need to do to hit the 'pass' criteria. Each assignment and brief will go through the following procedure, before it is set and after the work is handed in. If after having re-submitted the work and the work still does not meet the criteria at pass level, your case will be discussed between your teacher and other BTEC teachers in order to make a final decision. You do have the right to appeal against assessment decisions, if you feel grades are wrong.

The following will help you to understand how to meet each grade in your assignments;

To pass your Btec assignments



- To obtain a **pass** you must *show that you understand the*
- To obtain a **merit** grade, you must be *able to prove the*
- To obtain a **distinction** grade you must *show that you*

To obtain a **pass** grade you will need to answer one of these command words;

Describe.... Give a clear, straightforward description which includes all the main points and links these together logically

Create (or produce).... Make, invent or construct an item

Define.... Clearly explain what a particular term means and give an example, if appropriate, to show what you mean

Identify.... Distinguish and state the main features or basic facts relating to a topic

Illustrate.... Give examples to show what you mean

Outline.... Write a clear description that includes all the main points but avoid going into too much detail

State.... Write a clear and full account

Plan (or devise).... Work out and explain how you would carry out a task or activity

Undertake.... Carry out a specific activity to show your understanding

Explain..... how/why.... Set out in detail the meaning

To obtain a **merit** grade, you will need to answer one of the following command words;

Analyse.... Identify separate factors, say how they are related and how each one relates to the topic

Compare/Contrast Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages

Demonstrate.... Provide several relevant examples or appropriate evidence which supports the arguments you are making. In vocational areas this may also mean giving practical experiences

Explain (in detail).... Provide details and give reasons and/or evidence to clearly support the argument you are making

Discuss.... Provide a thoughtful and logical argument to support the case you are making

Justify.... Give appropriate reasons to support your opinion or views and show how you arrived at these conclusions

Specify.... Provide full details and descriptions of selected items or activities

To obtain a **distinction** grade, you will need to answer one of the following command words;

Analyse.... Identify the key factors, show how they are linked and explain the importance and relevance of each

Assess.... Give careful consideration to all the factors or events that apply and identify which are the most important and relevant with reasons for your views

Comment critically.... Give your view after you have considered all the evidence, particularly the importance of both relevant positive and negative aspects

Evaluate.... Review the information and then bring it together to form a conclusion. Give evidence to support each of your views or statements

Summarise.... Identify and review the main, relevant

Your assignments give you the opportunity to demonstrate what you know and how you can apply what you have learnt.



Assignment deadlines

You need to be clear from the outset that meeting submission deadlines is critical to Btec success.

This will help you to keep up with your course, plan your research and develop good practise. Time management and organisation are good skills for the world of work and higher study. Meeting deadlines also allows your teachers to monitor your progress more readily.

The teaching team at the start of each academic year will devise an assignment calendar. This should prevent both staff and students being overburdened at any one time. The teachers will use a variety of assessment methods and this too should prevent overload. Work submitted must be marked against the grading criteria.

Extension of the submission dates should be allowed for the following reasons: illness, legitimate absence (medical, funeral, etc). These can be negotiated with the teachers of the units concerned. The extension form must be completed and copies kept by student and teacher.

If you hand in work late without an extension, the teacher of that unit will notify your form tutor or the Head of Sixth Form and you will be issued with a verbal warning.

Non-Submission of Assignment Work.

If you do not submit your work by the deadline and you have not received an extension then this will be viewed as very serious. The unit teacher will notify the form tutor and discuss the issue with the Head of Science. This will trigger the first written warning where a letter will be sent home to parents/guardians. The very nature of the course requires that you keep up to date if you are to complete the course. As a result non-submission of work will be very quickly monitored and responded to.

If you are having genuine difficulties with an assignment due to illness or other special circumstances then you should apply for an extension and extra support using the extension policy.

This will be explained in full at the start of the course.

What your Btec Level 3 in CPLD looks like.....

You will study 4 units of work overall during the course. These are made up of;

Externally assessed units....

- Unit 1: Children's Development (year 12)
- Unit 2: Development of Children's Communication, Literacy and Numeracy (year 13)

Internally assessed units....

- Unit 3: Play & Learning (Year 12)
- Unit 5: Keeping Children Safe (year 13)

Year 12 units include the following information....

Unit 1: Children's Development

This is your first externally examined unit. You will sit an examination in this subject

While children are all different and special, groups of children of the same age usually share quite a few characteristics. Babies are known to cry and crawl, while 2 year olds have a reputation for tantrums. Most 3 year olds seem to love dressing-up, while 5 year olds are keen to tell on anyone breaking the 'rules'. Child development helps to explain why children share certain characteristics but equally why two children of the same age can be so different.

In this unit, you will learn about the ways in which growth and development are interlinked. This interlinking is why we often talk about children's ages, as well as their stages of development. You will learn about children's development in five broad areas: physical, cognitive, language, emotional and social, and will see how these areas of development are interlinked.

You will learn that there are many theories of why, and how, children develop and a range of factors that seem to influence the development of individual children. The knowledge you gain from this unit will help you with the rest of this qualification. It will also be the key to your professional work with children: recognising a child's stage of development will allow you to plan for this and support them effectively.

In this unit you will understand:

- A:** The principles of growth and development and how they are applied from birth up to seven years 11 months
- B:** Physical development from birth up to seven years 11 months
- C:** Cognition, language and communication development
- D:** Theories of social and emotional development

Unit 1: Children's Development	Red	Amber	Green
Principles of growth: the rate of growth is variable; different parts of the body grow at different rates; children's growth is monitored by measuring height, weight and the head circumference of babies.			
Definition of development as the skills and knowledge that children gain			
Principles of development			
Applications of the principles of development			
Principles of development that help practitioners to: Recognise a child's overall stage of development, support a child's development, anticipate the next stage(s) of development, recognise delays in development, recognise difficulties in development, understand different factors that may affect development.			
Areas of development: Physical development – gross, or large, movement of limbs and fine manipulative movement of fingers; includes balance and coordination			
Areas of development: Cognitive development - the construction of thought processes, remembering and problem solving			
Areas of development: Language development is the development of speech and communication, reading and writing			
Areas of development: Literacy is the development of children's reading, writing, speaking and listening skills			
Areas of development: Emotional development is the development of feelings about oneself and towards others; includes the development of self-esteem and self-concept			
Areas of development: Social development involving the process of developing knowledge values and skills to help form attachments and relationships			
Patterns of development: reflexes, first few months of life, control of head and rest of body			
Patterns of development: Neurological and brain development. Influence of heredity and genes.			
Patterns of development: Definitions and impact of atypical development			
Physical development: developmental patterns of children's physical development.			
Physical development: Factors affecting healthy growth and development including Maslow's hierarchy of needs, diet, nutrition, security, protection independence and friendship			
Physical development: Biological and environmental factors including nature-nurture, medical factors, premature birth, illness, lifestyle and genetic disorders			
Physical development: Effects of societal structures such as poverty and exclusion			
Promoting children's physical development: Providing opportunities for children to learn about their own self-care.			
Promoting children's physical development: Promoting physical development through exercise			
Promoting children's physical development: How adults can support children's creativity and imagination through physical activity.			
Cognition, Language and communication development: developmental patterns of children's cognitive development			
Cognition, Language and communication development: Theories of cognitive development;			

Unit 1: Children's Development	Red	Amber	Green
Vygotsky's Zone of proximal development Piaget's theory of cognitive development			
Cognition, Language and communication development: Information processing and memory, cognitive growth			
Cognition, Language and communication development: Theories of language development; Chomsky's Language Acquisition Device Bruner's modes of cognitive representation Skinner's theory of reinforcement			
Cognition, Language and communication development: How theories support children's literacy, drawing and writing skills			
Cognition, Language and communication development: How forms of verbal and non-verbal communication enable children to interact with others.			
Cognition, Language and communication development: The impact of children's literacy skills if atypical development is not recognised.			
Cognition, Language and communication development: How cognitive theories can support a child's numeracy, problem solving and understanding.			
Theories of social and emotional development: How children develop self-confidence, self-awareness, self-esteem and self-identity			
Theories of social and emotional development: How children develop a sense of morality			
Theories of social and emotional development: The major theories associated with social and emotional development; Skinner's theory of operant conditioning Bandura's social learning theory Bowlby's theory of the development of attachments Ainsworth's attachment styles Bronfenbrenner's theory of social development			
Theories of social and emotional development: How children develop and maintain friendships and relationships			
Theories of social and emotional development: How children develop and understanding of self			
Theories of social and emotional development: How family and culture influences social and emotional development			
Theories of social and emotional development: Supporting the formation of positive relationships			
Theories of social and emotional development: The effects of transitions			
Theories of social and emotional development: How adults can support children in expressing and understanding their feelings			

Unit 3: Play and Learning

Do you remember playing when you were little? It is something that most children do. Whether it is splashing around in water or pretending to be a superhero, play seems to be an integral part of most people's childhoods. Play is an important way in which children learn and that is why there is a specific unit on play and purposeful learning activities in this qualification.

In this unit, you will learn about the types of play and the opportunities that should be made available to children at different ages and stages of development. You will consider why play is so important and how it supports children's learning and development. There are a number of important theoretical perspectives, philosophies and curriculum approaches to play that have been developed over many years. You will investigate these approaches and consider how they continue to influence practice in early years settings. You will explore the skills that are essential for early years professionals and show that you can apply your own skills to support purposeful play and learning experiences.

In this unit you will:

A: Examine types of play and learning activities and the benefits for children's learning and development

B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice

C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities

Unit 3: Play and Learning		Red	Amber	Green
Learning Aim A: Examine types of play and learning activities and the benefits for children's learning and development	P1 Explain play types for children at different ages and stages of development.			
	P2 Explain how play and learning activities support the physical, cognitive, language, social and emotional development of young children.			
	M1 Assess the benefits of different types of play and learning activities for children's learning and development			
	D1 Evaluate the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches and the benefits for children's learning and development.			
Learning Aim B Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice	P3 Explain theoretical perspectives to learning and development.			
	P4 Compare two curriculum approaches to play and learning and their influence on a selected early years setting			
	M2 Assess the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches			

Unit 3; Play and Learning		Red	Amber	Green
Learning Aim C Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities	P5 Explain skills that are required by early years professionals to support purposeful play and learning activities.			
	P6 Support children in adult initiated and child-initiated purposeful play and learning activities in an early years setting			
	M3 Justify strategies used to support children engaged in purposeful play and learning activities.			
	D2 Evaluate the impact of purposeful play and learning activities for children's learning and development			
	D3 Evaluate own skills and their application to supporting purposeful play and learning activities.			

Year 12 Summer Assignment 2017

Early relationships

Relationships in our early years are extremely important. Children who are cared for in a warm, responsive way are more likely to feel secure and valued. This will have a positive effect on their overall development.

These effects include;

- Being able to form relationships with others. Our very first relationships are blue prints for all subsequent relationships
- Having a positive self-image
- Exploring the environment, experimenting and learning confidently
- Having a high self-esteem
- Feeling positive and their ethnic and cultural background
- Finding it easier to get on with others , make friends and cooperate

Understanding the fundamental importance of relationships to children's social and emotional development is based on the work of theorists and research. You will need to know about these theories to help your relationships with children in your work placements. These theories will be revisited regularly throughout your course.

Produce a written report that explains what the following key researchers have contributed towards our understanding of children's social and emotional development.

Theorist	Name of theory	Key points to include in your research
John Bowlby	Attachment theory	Monotropism, internal working model, critical period, maternal deprivation hypothesis
James & Joyce Robertson	The effects of separation	Syndrome of distress – distress(protest), despair, detachment.
Mary Ainsworth	Study of the types of attachments	'The Strange Situation', anxious-avoidant attachment, secure attachment, anxious-resistant attachment
Albert Bandura	Social Learning Theory	The importance of role models, learning by imitation, vicarious reinforcement/learning, 'Bobo doll'

This report will need to be handed in by 15 September 2017.