

What are BTEC Nationals?

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

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

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

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

BTEC National Award

The 360 guided learning hours (GLH) (usually 6 units) BTEC National Award offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC National Award is especially suitable for more mature learners, who wish to follow a shorter programme of study directly related to their work experience or to an area of employment that they wish to move into.

National Occupational Standards

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

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

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

Level 3 National Occupational Standards in Children's Care, Learning and Development. Additionally, some underpinning knowledge may be gained for the Level 3 National Occupational Standards in Playwork.

The National Occupational Standards in Children's Care, Learning and Development apply to the 0-16 age range. BTEC Nationals in Children's Care, Learning and Development are also designed to cover underpinning knowledge for the 0-16 age range, unless stated otherwise in the units.

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

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

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

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

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

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

Learners will benefit from gaining assessed work experience in the children's care, learning and development sector; these opportunities will aid career choices and potentially attract learners into the sector.

The specification lends itself to creative delivery, using learners' work experience as the focal point, enabling learning to be as active, practical and work-related as possible. Alongside this it provides robust opportunities for learners to gain knowledge and understanding of a wide range of subject areas relating to children's care, learning and development. The BTEC Nationals in Children's Care, Learning and Development encourage a holistic approach with strong links identified between the delivery and assessment of appropriate units.

Structure of the qualification

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

The Edexcel Level 3 BTEC National Award in Caring for Children consists of 5 core units that provide a total of 360 *guided* learning hours (GLH) for the completed qualification. Learners should complete all units – i.e. achieve at least a pass grade, in order to achieve the full Award.

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

Unit format

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

Each unit has the following sections:

Unit title

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

NQF level

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

Guided learning hours (GLH)

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

Unit abstract

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

Learning outcomes

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

Unit content

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

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

Grading grid

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

Guidance on delivery and assessment

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

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