

# EARLY CHILDHOOD DEVELOPMENT

The Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate) allows students to engage in a broad investigation of the children's care and education sector for ages 0-8 years. There are four mandatory units; two examined and two internally assessed. The internally assessed units give students the opportunity to engage in applied knowledge and understanding tasks to develop their early childhood development knowledge.

## Specific course entry requirements

College entry (please refer to the Entry Requirements section on the college website for further details).

## Introduction

The qualification is designed to be taken alongside A Levels as part of a study programme and can link to learning in A Levels in Sociology, Psychology, Biology and English. It is intended for students that wish to progress into higher education as a pathway to employment.

### Higher Education courses include:

- **Teacher Training** – Childhood and Early Years Studies BA (Hons)/Primary Teaching QTS
- **Social Work** – BA (Hons) Social Work
- **Psychology** – Psychology BSc (Hons)
- **Nursing** – BSc (Hons) Adult Nursing
- **Nursing** – Child – BSc (Hons)

## How will I be assessed?

- Coursework 50%
- Examination 50%

The course is a combination of two exams and two vocational-style coursework units.

## What will I study?

The qualification has been developed in consultation with higher education representatives and professional bodies to ensure students have the knowledge, understanding and skills they need to progress to, and thrive in higher education.

The qualification has four mandatory units covering the following topics:

- **Children's development** – Children's developmental progress from birth up to eight years, including the theories, principles, and factors relating to development, and the potential impact of a range of factors on a child's progress through the developmental milestones.
- **Keeping Children Safe** – Health and safety and safeguarding responsibilities of an individual working in an early years setting; emergency procedures and how to address concerns about a child's welfare.
- **Play and Learning** – The concept of play, the influence of play theories and approaches, and the benefits of play-based learning activities for children.
- **Research and Reflective Practice** – The influence of research findings on policy and provision for children and how this shapes the behaviours and expectations of professionals working in early years settings.