

## **BTEC First in Early Years (Old) / BTEC Firsts in Children's Care, Learning and Development (New) - unit mapping**

### **Rationale**

When developing the new units and qualifications, content from the old units was reviewed and altered to reflect more accurately the sector requirements by aligning the content closer to the new National Occupational Standards in Children's Care, Learning and Development. The knowledge requirements for the new units cover the age ranges 0-16.

To address the volume of content, sometimes cited as being 'over specified', the new units have been design to give more flexibility for the user, centre and learner by careful use of 'egs' within the unit content.

A quick overview is included to give the reader a summary of the relationship between the old and new units, followed by a more detailed review.

## BTEC First in Early Years (Old) / BTEC Firsts in Children's Care, Learning and Development (New) - unit mapping overview

Old Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
New Units												
Unit 1		P										
Unit 2			P									
Unit 3	P											
Unit 4			P									
Unit 5	P		P	P								
Unit 6					P							
Unit 7						P						
Unit 8			P									
Unit 9												
Unit 10												
Unit 11												
Unit 12												
Unit 13												
Unit 14												
Unit 15												
Unit 16												
Unit 17												
Unit 18												
Unit 19												

### KEY

P - Partial Mapping (Some topics from the old unit appear in the new unit)

F - Full Mapping (Topics in old unit match new unit exactly or almost exactly)

X - Full Mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

## BTEC First Early Years (Old) / BTEC First Children's Care, Learning and Development (New) - unit mapping in depth

New Units		Old Units		Mapping/Comments
Number	Name	Number	Name	
Unit 1	Understanding Children's Development	Unit 1	Values and Interpersonal Skills	Unit 1 links to Unit 2 in the old specification. The new unit content includes knowledge requirements for the 0-16 age range. The importance of Observation is introduced.
Unit 2	Keeping Children Safe	Unit 2	Physical, Social and Emotional Development	Unit 2 links to Unit 3 in the old specification, but focuses on health, safety and child protection.
Unit 3	Communication with Children and Adults	Unit 3	Good Practice in Child Care Settings	Unit 3 links to Unit 1 in the old specification. The new unit content includes a knowledge requirement for communication with children and adults.
Unit 4	Preparing and Maintaining Environments for Child Care	Unit 4	Intellectual and Communication Skills	Unit 4 links to Unit 3 in the old specification, but deals more specifically with the preparing and maintaining of environments suitable for use in child care. This includes for the provision of play.
Unit 5	Professional Development, Roles and Responsibilities in Child Care	Unit 5	Children's Activities and Play	Unit 5 links to Units 1, 3 and 4 in the old specification and includes 240 Hours of Work Experience. It is geared to practice in the workplace and includes roles and responsibilities, values and ethics.
Unit 6	Supporting Children's Play and Learning	Unit 6	Care of Babies	Unit 6 links to Unit 5 in the old specification. It looks at different aspects of play and how these can be supported. In addition, it examines how children can be encouraged to explore and develop investigative abilities.
Unit 7	The Development and Care of Babies and Young Children under 3 years	Unit 7	Working in Partnership with Parents	Unit 7 links to Unit 6 in the old specification. It includes aspects of baby care, but also examines the provision of stimulating activities for babies and how to communicate with them and interpret their needs.
Unit 8	Providing Support for Children with Disabilities or Special Educational needs	Unit 8	Post-Natal Care	Unit 8 links to Unit 3 in the old specification but extends the aspect of specific needs, looking at the provision of suitable activities and experiences and how to support the child and family according to the procedures of the setting.