



TQUK Level 3 Diploma for the Children and Young People's Workforce (RQF)

Qualification Specification

Qualification Number: 601/6424/4



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 3 Diploma for the Children and Young People's Workforce (RQF) is regulated by Ofqual.

Qualification Purpose

The qualification is designed to develop the knowledge and skills required when working with children and young people from birth to 19 years of age. It is relevant to a wide range of job roles in early years and social care settings and is suitable for learners who are working or want to work at a supervisory level in the Children and Young People's Workforce.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of Level two in literacy and numeracy or equivalent. Learners must be working, volunteering or on a placement in a suitable workplace as the qualification requires the assessment of knowledge and competence.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF)

or to a Foundation Degree in a relevant subject.

Structure

Learners must achieve a minimum of 65 credits: 27 credits from the Mandatory Unit Group, all units in one selected pathway – Early Learning and Children (22 credits) or Social Care (13 credits) or Learning, Development and Support (13 credits) and any remaining credit must be taken from the Optional Unit Group.

Mandatory Units

	Units	Unit ref.	Level	Credit value	Guided Learning Hours
1	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
2	Promote communication in health, social care or children's and young people's settings	J/601/1434	3	3	10
3	Principles for implementing duty of care in health, social care or children's and young people's settings	R/601/1436	3	1	5
4	Promote equality and inclusion in health, social care or children's and young people's settings	Y/601/1437	3	2	8
5	Support Children and Young People's Health and Safety	D/601/1696	3	2	15
6	Develop Positive Relationship with Children, Young People and Others Involved in Their Care	H/601/1697	3	1	8
7	Working Together for the Benefit of Children and Young People	K/601/1698	3	2	15
8	Understand Child and Young Person Development.	L/601/1693	3	4	30
9	Understand How to Support Positive Outcomes for Children and Young People	M/601/1699	3	3	25
10	Promote Child and Young Person Development	R/601/1694	3	3	25
11	Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3	3	25

Optional Units

	Units	Unit ref.	Level	Credit value	Guided Learning Hours
12	Assessment and planning with children and young people	M/600/9760	3	5	35
13	Care for the physical and nutritional needs of babies and young children	D/601/0130	3	6	45
14	Caseload management	D/601/1343	3	3	21
15	Context and principles for early years provision.	J/600/9781	3	4	24
16	Coordinate special educational needs provision.	T/600/9775	4	5	35
17	Develop interviewing skills for work with children and young people	L/601/1337	3	3	21
18	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	H/502/4682	3	3	20
19	Engage fathers in their children's early learning	Y/502/4663	3	3	20
20	Engage parents in their children's early learning	M/502/3812	3	3	20
21	Engage young parents in supporting their children's development	J/502/4660	3	3	20
22	Facilitate the learning and development of children and young people through mentoring	T/601/1381	3	4	30
23	Improving the attendance of children and young people in statutory education	M/601/1377	3	5	40
24	Lead and manage a community based early years setting	H/601/0131	4	6	45
25	Professional practice in children and young people's social care	F/601/0315	3	4	30
26	Professional practice in early years settings.	H/600/9786	3	3	20
27	Professional Practice in learning, development and support services	D/600/9799	3	5	35
28	Promote children's welfare and well being in the early years.	Y/600/9784	3	6	45

29	Promote creativity and creative learning in young children	A/601/0135	4	5	35
30	Promote learning and development in the early years	L/600/9782	3	5	40
31	Promote positive behaviour	F/601/3764	3	6	44
32	Promote the well being and resilience of children and young people	F/600/9780	3	4	30
33	Promote young children's physical activity and movement skills.	M/601/0133	3	3	22
34	Provide information and advice to children and young people	A/601/1334	3	3	22
35	Support Care within fostering services for vulnerable children and young people.	J/601/1806	3	3	20
36	Support children and young people to achieve their education potential	D/600/9785	3	4	30
37	Support children and young people to achieve their learning potential	D/601/1357	3	3	20
38	Support children and young people to have positive relationships	R/601/1369	3	3	20
39	Support children and young people to make positive changes in their lives	M/600/9788	3	4	27
40	Support children and young people's speech, language and communication skills.	L/601/2889	3	3	25
41	Support children or young people in their own home.	K/601/0132	3	4	30
42	Support children's speech, language and communication.	T/600/9789	3	4	30
43	Support disabled children and young people and those with specific requirements.	T/601/0134	4	6	45
44	Support positive attachments for children and young people	M/503/5877	3	7	55
45	Support positive practice with children and young people with speech, language and communication needs.	L/601/2861	3	4	28

46	Support speech, language and communication development.	A/601/2872	3	3	20
47	Support the creativity of children and young people	M/600/9807	3	3	20
48	Support the referral process for children and young people	R/601/1386	3	3	20
49	Support the speech, language and communication development of children who are learning more than one language.	J/601/2888	3	3	26
50	Support use of medication in social care settings	F/601/4056	3	5	40
51	Support young people in relation to sexual health and risk of pregnancy	F/502/5242	3	2	10
52	Support young people to develop, implement and review a plan of action	M/601/1329	3	3	25
53	Support young people to move towards independence and manage their lives	F/601/1349	3	3	20
54	Work with children and young people in a residential care setting	A/600/9809	3	5	35
55	Work with babies and young children to promote their development and learning.	A/601/0121	3	6	45
56	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	F/600/9777	4	5	40
57	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	M/601/2884	3	3	25
58	Understand how to set up a home based childcare service.	Y/600/9770	3	4	29
59	Work with parents, families and carers to support their children's speech, language and communication development.	Y/601/2877	3	3	23
60	Support young people who are looked after or are leaving care	A/502/5224	3	3	23
61	Support young people who are involved in anti-social and/or criminal activities	L/502/5261	3	2	10
62	Support young people with mental health problems	T/502/5240	3	3	23

63	Work with parents to meet their children's needs	Y/502/4680	3	3	20
64	Support young people who are socially excluded or excluded from school	R/502/5231	3	4	10
65	Working within a Social Pedagogic framework with children and young people	L/503/6602	3	5	35

Early Learning and Childcare Pathway

	Unit Title	Unit ref.	Level	Credit value	Guided Learning Hours
26	Professional practice in early years settings	H/600/9786	3	3	20
15	Context and principles for early years provision	J/600/9781	3	4	24
30	Promote learning and development in the early years	L/600/9782	3	5	40
42	Support children's speech, language and communication	T/600/9789	3	4	30
28	Promote children's welfare and well being in the early years	Y/600/9784	3	6	45

Social care pathway

	Unit Title	Unit ref.	Level	Credit value	Guided Learning Hours
32	Promote the well being and resilience of children and young people	F/600/9780	3	4	30
25	Professional practice in children and young people's social care	F/601/0315	3	4	30
12	Assessment and planning with children and young people	M/600/9760	3	5	35

Learning, Development and Support Services Pathway

	Unit Title	Unit ref	Level	Credit value	Guided Learning Hours
36	Support children and young people to achieve their education potential	D/600/9785	3	4	30
27	Professional Practice in learning, development and support services	D/600/9799	3	5	35
39	Support children and young people to make positive changes in their lives	M/600/9788	3	4	27

Barred unit combinations

Promote creativity and creative learning in young children. (A/601/0135)	M/600/9807
Support speech, language and communication development. (A/601/2872)	T/600/9789
Support children and young people to achieve their education potential (D/600/9785)	D/601/1357, M/601/1329
Support children and young people's speech, language and communication skills. (L/601/2889)	T/600/9789

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 650 hours.

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is: 442.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement

- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.