



TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)

Qualification Specification

Qualification Number: 601/7670/2



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. All regulated TQUK qualifications 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.

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 or 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 a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK 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's Workforce (Early Years Educator) (RQF) is regulated by Ofqual.

The National College for Teaching and Leadership has confirmed that the qualification meets the criteria for Early Years Educator qualifications.

Qualification Purpose

This qualification is suitable for learners who work, or wish to work, with children from birth to 5 years old in a variety of settings. The qualification prepares learners for employment as Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. It develops the knowledge and skills required to work with children from birth to 5 years together with an understanding of the expected development of children aged 5 to 7 years. The qualification also provides opportunities for the confirmation of competence for learners working towards Early Years Educator status.

Entry Requirements

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

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

There is not a requirement for learners to have GCSE grades A*–C in English and maths prior to commencing this qualification however learners should be aware that this is required to attain Early Years Educator status

It is not essential for learners to be in employment to undertake this qualification but they must have access to a suitable workplace to be able to meet the work experience requirements.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 4 Diploma in Leadership and Management
- TQUK Level 5 Award in Leadership and Management
- TQUK Level 5 Diploma in Leadership and Management for Adult Care
- Foundation Degree in Early Years or Early Years Care and Education

Successful learners can apply for job roles such as:

- Assistant in Children's Centres
- Practitioner in nursery schools or receptions
- Pre-school worker

Structure

Learners must achieve 62 credits from the 17 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand child development	R/506/9343	3	50	8
Support the holistic development of children	Y/506/9344	3	19	3
Safeguarding and child protection in early years	K/506/9347	3	25	4
Promote the health, safety and welfare of young children	T/506/9349	3	18	4
Support the health, wellbeing and physical care needs of children in early years settings	T/506/9352	3	26	4
Equality, diversity and inclusion in early years settings	F/506/9354	3	17	3
Support positive behaviour in children	J/506/9355	3	15	3
Support children with additional support needs	D/506/9345	3	22	4
Support attachment when working with children in early years settings	H/506/9346	3	20	3
Support children through transitions	M/506/9348	3	17	3
Plan, lead and evaluate purposeful play activities to support children's learning and development	K/506/9350	3	25	4
Support the development of reading, literacy and mathematical skills in early years settings	M/506/9351	3	18	3
Extending children's learning and thinking in early years settings	A/506/9353	3	9	2

Assessment and observation in early years settings	L/506/9356	3	26	4
Recording, storing, reporting and sharing information in early years settings	R/506/9357	3	12	2
Working in partnership with colleagues, professionals and key individuals in early years settings	Y/506/9358	3	30	5
Continuing professional development in early years education	D/506/9359	3	18	3

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 367 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 253 hours over the cycle of the programme.

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 for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 620 hours

Assessment

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

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.

Achievement of the qualification requires a minimum of 350 hours of work experience.

Learners who have no previous experience of working with children are recommended to spend at least 400 hours in a real work environment. The real work environment must encompass the age range from birth to 5 years old.

Learners who are already working within the children's workforce will be able to use their ongoing experience in their work environment to enable them to achieve the skills and competences required.

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



Command Verbs

Below are our most commonly used command verbs from within our assessment criteria and explained them in the most accessible way possible. These command verbs define the type of answers that is required from learners, be it a list, a detailed explanation, a definition or an opinion for example.

We advise that this is used for the following:

- Understanding the requirements of TQUK qualification specifications.
- Guiding learners as to what is expected of them.
- Devising centre devised assessment materials.

Command Verb	Meaning
Analyse	Examine in detail in order to identify components and their characteristics. Show how the main ideas are related and why they are important.
Apply	Using existing/relevant skills, knowledge and understanding appropriately link to context.
Assess	Make a judgment of the value or quality of the subject matter.
Comment	Express an opinion or reaction.
Compare	Examine subject matter to note the similarities and differences.
Consider	Express opinions or views on subject matter as a result of careful thoughts.
Define	State the meaning or major parts of the subject matter.
Demonstrate	Show an understanding in an explicit way.
Describe	Provide an account of or outline the main features of the subject matter.
Discuss	Identify and debate the main points of a particular subject matter or idea.
Explain	Make the subject matter clear by expanding upon details or relevant facts, perhaps giving reasons.
Evaluate	Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.
Formulate	Express the subject matter in a precise or methodical format or prepare a plan to do so.
Identify	Establish the name in a precise or methodical format. Or prepare a plan to do so.
Implement	Put an idea or plan into action.
Justify	Support an argument or conclusion.
Outline	Give a general description or summary of the subject matter.
Plan	Consider, set out and communicate what is to be done in an appropriate format.
Produce	Present something for use.
Select	Choose the most suitable for the task.
State	Express clearly and briefly.
Summarise	Sum up the main points of the subject matter in a more concise format.
Verify	Demonstrate that the subject matter is accurate or relevant.

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.

Assessor Requirements

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 (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- 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.

External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

Useful Websites

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

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

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

Education & Skills Funding Agency for public funding information for 14+ learners in England
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

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

Qualifications Wales www.qualificationswales.org

Training
Qualifications

Title:		Understand child development	
Unit reference number:		R/506/9343	
Level:		3	
Credit value:		8	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand a range of underpinning theories and philosophical approaches to how children learn and develop	1.1	Explain a range of theories and philosophical approaches to how children learn and develop.
		1.2	Analyse how theories and philosophical approaches influence own practice in supporting learning and development.
2.	Understand the expected patterns of children's development	2.1	Explain the expected patterns of children's development from birth to 5 years in the following: <ul style="list-style-type: none"> • Cognitive • Speech, language and communication development • Literacy and numeracy • Physical • Emotional • Social • Neurological and brain development
		2.2	Explain the expected patterns of children's development from age 5 to 7 in the following: <ul style="list-style-type: none"> • Cognitive • Speech, language and communication development • Literacy and numeracy • Physical • Emotional • Social • Neurological and brain development
		2.3	Analyse own role in supporting the development of children from birth to 5 years and 5 to 7 years.

3.	Understand how a child's learning and development can be impacted by the stage of development and individual circumstances	3.1	Explain how personal factors may influence a child's learning and development.
		3.2	Explain how external factors may influence a child's learning and development.
		3.3	Analyse how children's learning and development can be affected by their stage of development.
4.	Be able to identify the needs, interests and stages of development of individual children	4.1	Identify the needs and interests of individual children within own setting.
		4.2	Identify the stages of development of individual children within own setting.
		4.3	Plan the 'next steps' of a child in own setting, which takes account of the child's stage of development, needs and current interests.
5.	Understand how to support and promote children's speech, language and communication	5.1	Explain the terms: <ul style="list-style-type: none"> • Speech • Language • Communication
		5.2	Identify the indicators which can highlight potential speech, language or communication needs.
		5.3	Explain how not addressing a child's speech, language and communication needs can impact on their overall development.
		5.4	Explain how to raise concerns and access specialist support for children's speech, language and communication.
		5.5	Assess different types of activities that can be used to support and promote children's speech, language and communication.

Title:		Support the holistic development of children	
Unit reference number:		Y/506/9344	
Level:		3	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of holistic development of children in early years settings	1.1	Explain what the term 'holistic development' means.
		1.2	Describe the benefits of promoting children's holistic development.
		1.3	Explain the importance of children's holistic development of: <ul style="list-style-type: none"> • Speech, language and communication • Personal, social and emotional development • Physical development
2.	Be able to plan opportunities for the holistic development of children	2.1	Plan activities which support the holistic development of children from birth to age 5 in: <ul style="list-style-type: none"> • Speech, language and communication • Personal, social and emotional development • Physical development
3.	Be able to implement opportunities for the holistic development of children	3.1	Implement activities which support the holistic development of children from birth to age 5 in: <ul style="list-style-type: none"> • Speech, language and communication • Personal, social and emotional development • Physical development
4.	Be able to reflect on own practice in relation to promoting the holistic development of children	4.1	Evaluate the effectiveness of the planned and implemented activities to promote the holistic development of children.
		4.2	Reflect on your own role in relation to the promotion and development of children's: <ul style="list-style-type: none"> • Speech, language and communication • Personal, social and emotional development • Physical development

Title:		Safeguarding and child protection in early years	
Unit reference number:		K/506/9347	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation, guidelines, policies and procedures for safeguarding within the early years setting	1.1	Outline current legislation and guidelines which impact on safeguarding.
		1.2	Explain how current safeguarding legislation and guidelines inform policies and procedures within the early years setting.
		1.3	Analyse how national and local guidelines impact on the 'day-to-day' working of the early years setting.
2.	Understand roles and responsibilities for safeguarding within the early years setting	2.1	Identify different organisations that have key roles and responsibilities in relation to safeguarding and protection of children.
		2.2	Explain your own role and responsibilities in the safeguarding and protection of children within the early years setting.
		2.3	Explain the limitations of your own role and responsibilities in the safeguarding and protection of children within the early years setting.
		2.4	Explain the boundaries of confidentiality in relation to the safeguarding and protection of children.
		2.5	Identify sources of support for those involved in safeguarding children.
3.	Understand how to respond to evidence and concerns of abuse or harm	3.1	Explain the main types of abuse, including: <ul style="list-style-type: none"> • Domestic • Neglect • Physical • Emotional • Sexual

		3.2	Describe the signs, symptoms and behaviours that may cause concern or indicate: <ul style="list-style-type: none"> • Domestic abuse • Neglect • Physical abuse • Emotional abuse • Sexual abuse
		3.3	Explain the factors which may indicate a child is at risk of abuse.
		3.4	Describe the actions to take in line with organisational policies and procedures if abuse is suspected or has been disclosed.
4.	Understand the importance of record keeping relating to safeguarding issues in the early years setting	4.1	Outline the processes used within own organisation to comply with data protection and safeguarding requirements.
		4.2	Explain the importance of creating and maintaining accurate and clear records.
		4.3	Identify under what circumstances information can be shared with other parties.

Title:		Promote the health, safety and welfare of young children	
Unit reference number:		T/506/9349	
Level:		3	
Credit value:		4	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the legal requirements and guidance for health and safety within an early years setting	1.1	Identify key legislation and guidance relating to the health, safety and welfare of young children.
		1.2	Explain how legislation and guidance informs company policies and procedures.
		1.3	Explain how legislation, policies and procedures are implemented in an early years setting.
		1.4	Explain how policies and procedures related to health and safety, security and confidentiality of information are monitored and maintained.
		1.5	Explain the health, safety and security responsibilities of: <ul style="list-style-type: none"> • Self • Employer • Others
2.	Be able to carry out risk assessment and risk management in line with policies and procedures	2.1	Undertake a risk assessment in relation to health and safety within an early years setting.
		2.2	Create a risk reduction plan based on the risk assessment.
		2.3	Manage identified risks in line with policies and procedures.
		2.4	Support children to assess and manage risk.
3.	Understand how to respond to accidents, incidents and emergency situations in the early years setting	3.1	Identify what accidents, incidents and emergency situations may occur.
		3.2	Explain the policies and procedures of own setting in response to accidents, incidents, emergencies and illness.

		3.3	Identify the correct procedures for recording and reporting: <ul style="list-style-type: none"> • Accidents • Incidents • Injuries • Signs of illness • Other emergencies
4.	Be able to maintain records and reports to legal requirements within an early years setting	4.1	Maintain accurate and clear records and reports in relation to health, safety and security.
		4.2	Implement the processes used by own setting to comply with data protection legislation.



Title:		Support the health, wellbeing and physical care needs of children in early years settings	
Unit reference number:		T/506/9352	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand why health and wellbeing is important for children	1.1	Explain the importance of health and wellbeing for children.
		1.2	Explain the importance of exercise and physical activity for children.
		1.3	Explain the importance of a balanced diet for children.
		1.4	Identify legislation and policies relating to supporting the health, wellbeing and physical care needs of children.
		1.5	Explain the impact of legislation and procedures on own role.
2.	Understand common childhood illnesses	2.1	Identify common childhood illnesses.
		2.2	Identify immunisation schedules for children.
		2.3	Describe signs and symptoms of common childhood illnesses.
		2.4	Identify exclusion periods for common childhood illnesses in own setting.
3.	Be able to plan and carry out physical care routines for children in the early years setting	3.1	Plan physical care routines suitable for different ages, stages of development and needs of the child/children.
		3.2	Implement physical care routines suitable for different ages, stages of development and needs of the child/children.
4.		4.1	Plan a range of activities to promote healthy lifestyles in own early years setting.

	Be able to plan and implement activities to promote healthy lifestyles	4.2	Implement activities to promote healthy lifestyles in own early years setting.
		4.3	Reflect on the effectiveness of planned activities and make future recommendations.
5.	Be able to follow hygienic practices to minimise the spread of infection	5.1	<p>Implement hygienic practice to prevent and minimise the spread of infection, including:</p> <ul style="list-style-type: none"> • Hand washing • Food hygiene • Dealing with spillages safely • Safe disposal of waste • Using correct personal protective equipment



Title:			
Unit reference number:			
Level:			
Credit value:			
Guided learning hours:			
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the rights of children	1.1	Describe the rights of children.
		1.2	Explain how these rights are protected in national and international law.
2.	Understand the importance of diversity, equality and inclusion	2.1	Explain what is meant by <ul style="list-style-type: none"> • diversity • equality • inclusion
		2.2	Explain how stereotyping, labelling and discrimination can impact on the life chances of children.
		2.3	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.
		2.4	Explain the possible consequences of not complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination.
		2.5	Describe cultural practices that may be harmful or illegal.
3.	Understand how to promote diversity, equality and inclusion	3.1	Explain how to raise awareness of diversity, equality and inclusion.
		3.2	Describe how to challenge discrimination in a way that promotes change.
		3.3	Explain how to support others to promote diversity, equality and inclusion.
		3.4	Explain how own role can support community understanding of different cultures and beliefs.

		3.5	Assess sources of information and support available to promote equality and diversity.
		3.6	Explain how to challenge cultural practices that are harmful or illegal.
4.	Be able to work in an inclusive way	4.1	Demonstrate interaction with children that respects their beliefs, culture and preferences.
		4.2	Support children to understand and value their own and others' cultural practices and beliefs.
		4.3	Demonstrate ways to support others to promote equality and the rights of children.
		4.4	Work with others to promote diversity and equality for children.



Title:		Support positive behaviour in children	
Unit reference number:		J/506/9355	
Level:		3	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the different strategies for supporting development of positive behaviour in young children	1.1	Identify the theories of behaviour development in young children.
		1.2	Explain the importance of identifying patterns of behaviour and triggers that could lead to changes in behaviour.
		1.3	Explain the importance of maintaining a child-centred approach.
2.	Be able to support children to understand their own behaviour	2.1	Support children to develop an understanding of the consequences of their behaviour.
		2.2	Communicate with the child to develop an understanding of why they behave in a certain way.
		2.3	Work with the child to help them understand acceptable and unacceptable behaviour.
3.	Be able to promote positive behaviour expected of young children	3.1	Explain to a child what is expected of them in relation to their behaviour.
		3.2	Promote the positive behaviour of children through role modelling.
		3.3	Respond consistently to incidences of inappropriate behaviour.
		3.4	Monitor progress and use praise to reinforce positive behaviour in a child.
4.	Be able to support children to achieve behavioural goals and adhere to agreed boundaries	4.1	Communicate with a child about their behaviour according to their level of ability and understanding.
		4.2	Provide consistent support to a child to help them meet behavioural goals and agreed boundaries.

		4.3	Use agreed work setting interventions to help a child end unacceptable behaviour.
		4.4	Provide feedback to a child on meeting their behavioural goals and agreed boundaries.
		4.5	Identify sources of help and support available where there are concerns about a child's behaviour.



Title:		Support children with additional support needs	
Unit reference number:		D/506/9345	
Level:		3	
Credit value:		4	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand when children are in need of additional support	1.1	Define the term 'additional needs'.
		1.2	Explain the factors influencing the support needs including: <ul style="list-style-type: none"> • biological factors • environmental factors • developmental factors
		1.3	Explain how to identify a child who is in need of additional support.
		1.4	Describe the types of plans that may be in place to support children with additional needs.
2.	Be able to identify additional support needs	2.1	Identify the additional support needs of a range of children within own setting.
		2.2	Identify a range additional support available within early years settings.
		2.3	Explain how to access additional support within early years settings.
3.	Understand the role of early intervention in supporting children with additional support needs	3.1	Define the terms 'early intervention' and 'prevention'.
		3.2	Explain the differences between prevention and early intervention.
		3.3	Explain the process of early intervention..
4.	Be able to plan and implement activities to meet additional support needs	4.1	Identify key people that could be involved in planning activities to meet additional support needs.
		4.2	Plan activities to meet the additional support needs of a child/group of children taking into account any individual plans in place.

		4.3	Implement activities to meet the additional support needs of a child/group of children taking into account any individual plans in place.
5.	Be able to evaluate the effectiveness of support mechanisms	5.1	Evaluate the effectiveness of the activities planned in meeting the needs of the child/group of children.
		5.2	Reflect on key strengths and areas for development in planning a similar activity in the future.



Title:		Support attachment when working with children in early years settings	
Unit reference number:		H/506/9346	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the theories of attachment	1.1	Explain the theories and research on attachment.
		1.2	Explain the styles and stages of attachment.
		1.3	Analyse the potential problems associated with attachment.
2.	Understand the significance of attachment on child development	2.1	Analyse the significance of attachment on children's development.
		2.2	Analyse the impact of attachment on the role of the Early Years Educator.
		2.3	Explain approaches available to promote attachment within early years education.
3.	Be able to plan and promote attachment within an early years setting	3.1	Plan activities and settling in programmes for children which support attachment.
		3.2	Implement activities and settling in programmes which support attachment.
		3.3	Reflect on the effectiveness of planned strategies to promote attachment and make recommendations.

Title:		Support children through transitions	
Unit reference number:		M/506/9348	
Level:		3	
Credit value:		3	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand different types of transitions and significant events children may experience	1.1	Describe the different transitions and significant events children may experience.
		1.2	Identify transitions and significant events that only some children may experience.
2.	Understand the potential effects of transitions and significant events on children	2.1	Analyse the impact transitions and significant events can have on the lives of children.
		2.2	Explain how different types of transitions and significant events can affect children's development.
		2.3	Evaluate the effect on children of having positive relationships during periods of transition.
		2.4	Explain how individuals and organisations can prepare and support children experiencing different types of transitions and significant events.
3.	Be able to prepare children for transitions and significant events	3.1	Use child-centred approaches to prepare and support a child experiencing transition or a significant event to reach a positive outcome.
		3.2	Encourage children to make positive choices which are appropriate for their age and stage of development.
		3.3	Support children to express their feelings, views and hopes in relation to their transition or significant event.
4.	Be able to support children experiencing transitions and significant events	4.1	Demonstrate provision of structured opportunities for children to explore the effects of transitions and significant events on their lives.
		4.2	Assess interventions that can be provided to support children during periods of transition and significant events.

Title:		Plan, lead and evaluate purposeful play activities to support children's learning and development	
Unit reference number:		K/506/9350	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand areas of learning and development in the current early education framework	1.1	Explain the areas of learning and development within the current early education framework.
		1.2	Explain how the areas of learning are interdependent.
		1.3	Identify activities, purposeful play opportunities and educational programmes that can be used for learning and development in line with the current education framework.
2.	Understand the importance of play for the development of children	2.1	Analyse the place of play in young children's development.
		2.2	Explain the characteristics of child-initiated and adult-led play.
		2.3	Describe the benefits of: <ul style="list-style-type: none"> • physical play • creative play • Imaginative play • sensory play
3.	Understand the need for differentiation when providing playful learning opportunities for children	3.1	Explain the importance of differentiation of play activities to support the different age, stage and needs of individual and groups of children.
		3.2	Explain how learning and play experiences, environments and opportunities need to be appropriate for different learners.
		3.3	Identify different learning and play experiences, environments and opportunities that meet the different needs of a specific child/group of children.

4.	Be able to plan and lead play and learning and development opportunities in line with the current early education framework	4.1	Plan learning and development and play opportunities that meet all areas of the current early education framework which reflect the diversity of the child/children.
		4.2	Lead learning and play opportunities tailored to the needs of the child/children to meet all areas of the current early education framework.
		4.3	Encourage children's participation, ensuring a balance between adult-led and child-initiated play activities.
5.	Be able to evaluate the effectiveness of the play and learning and development opportunities used	5.1	Evaluate the effectiveness of the play and learning and development opportunities used in meeting the needs of the child/group of children.
		5.2	Reflect on key strengths and areas for development in planning similar opportunities in the future.

Training
Qualifications

Title:		Support the development of reading, literacy and mathematical skills in early years settings	
Unit reference number:		M/506/9351	
Level:		3	
Credit value:		3	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand systematic synthetic phonics in the teaching of reading	1.1	Explain what is meant by 'systematic synthetic phonics'.
		1.2	Identify the benefits of using systematic synthetic phonics in the teaching of reading for young children.
		1.3	Explain the phases of systematic synthetic phonics.
2.	Be able to plan and deliver activities using systematic synthetic phonics to develop reading skills	2.1	Plan a range of learning activities using systematic synthetic phonics to develop emergent reading skills.
		2.2	Implement a range of learning activities using systematic synthetic phonics to develop emergent reading skills.
3.	Understand strategies for developing early literacy and mathematics	3.1	Explain a range of strategies for developing early literacy.
		3.2	Analyse the strengths and weaknesses of using these strategies for developing early literacy.
		3.3	Explain a range of strategies for developing early mathematics.
		3.4	Analyse the strengths and weaknesses of using these strategies for developing early mathematics.
4.	Be able to plan and deliver activities to develop early literacy and mathematics	4.1	Plan learning activities using a range of strategies to develop early literacy.
		4.2	Implement learning activities using a range of strategies to develop early literacy.
		4.3	Plan learning activities using a range of strategies to develop early mathematics.

		4.4	Implement learning activities using a range of strategies to develop early mathematics.
5.	Be able to reflect on own practice in relation to developing reading, literacy and mathematics in young children	5.1	Evaluate the effectiveness of the planned and implemented activities to develop reading, literacy and mathematical skills in young children.
		5.2	Reflect on own role in relation to the development of children's skills in: <ul style="list-style-type: none">• Reading• Literacy• Mathematics
Assessment requirements:			



Title:		Extending children's learning and thinking in early years settings	
Unit reference number:		A/506/9353	
Level:		3	
Credit value:		2	
Guided learning hours:		9	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand strategies to extend children's learning and thinking	1.1	Explain a range of strategies that can be used to extend children's learning and thinking to include sustained shared thinking.
		1.2	Analyse the benefits of developing sustained shared thinking in children.
2.	Be able to plan and implement strategies to extend children's learning and thinking	2.1	Plan learning experiences and activities to extend children's learning and thinking to include sustained shared thinking.
		2.2	Implement planned learning opportunities and activities to extend children's learning and thinking to include sustained shared thinking.
3.	Be able to reflect on own practice to develop and extend children's learning and thinking	3.1	Evaluate the effectiveness of the planned and implemented activities to develop and extend children's learning and thinking.
		3.2	Reflect on key strengths and areas for development in planning a similar activity in the future.

Title:		Assessment and observation in early years settings	
Unit reference number:		L/506/9356	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the current early education framework	1.1	Explain the structure of the current early education framework.
		1.2	Identify the areas of learning and development that shape educational programmes in early years settings.
		1.3	Identify current government policy which influences the early education framework.
		1.4	Analyse observation and assessment methods within the current early education framework.
2.	Understand assessment techniques in early education	2.1	Explain the term formative assessment.
		2.2	Explain the term summative assessment.
		2.3	Explain the positive and negative features of formative and summative assessment.
		2.4	Identify different assessment methods for specific situations in early education.
		2.5	Explain how assessment can be used to track progress
		2.6	Explain how assessment can be used to plan and shape next steps and learning opportunities.
3.	Understand the importance of record keeping in completing observation and assessment	3.1	Describe how records are kept on observation and assessment in own organisation.
		3.2	Explain the legal requirements for keeping records in early education settings.
4.	Be able to carry out observations and assessments in own setting in line with current frameworks	4.1	Carry out observational assessment on a child/group of children.
		4.2	Use formative and summative assessment to track progress.

		4.3	Use formative and summative assessment to plan and shape learning opportunities.
		4.4	Record observational assessment in a professional manner.
		4.5	Evaluate own use of observation and assessment to determine areas for personal development.
5.	Be able to work with key people to plan next stages of learning and development	5.1	Identify the key people that should be informed of a child's progress.
		5.2	Explain the roles and responsibilities of key people in planning and implementing the next stage of learning.
		5.3	Evaluate a child's/children's progress with key people.
		5.4	Work with key people to plan next stages in a child's/children's learning.



Title:		Recording, storing, reporting and sharing information in early years settings	
Unit reference number:		R/506/9357	
Level:		3	
Credit value:		2	
Guided learning hours:		12	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the policies and procedures for recording, storing, reporting and sharing information in an early years setting	1.1	Identify legislation relating to the recording, storage, reporting and sharing of information.
		1.2	Explain organisational policies and procedures for the recording, storing, reporting and sharing of information in own setting.
		1.3	Describe own role and responsibilities in relation to the recording, storing, reporting and sharing of information.
		1.4	Identify the limitations of own role in the recording, storing, reporting and sharing of information.
2.	Be able to maintain accurate and coherent records and reports in line with policies and procedures	2.1	Demonstrate a good command of the English language with accurate detail when recording information for: <ul style="list-style-type: none"> • Medication requirements • Special dietary needs • Planning • Observation and assessment • Health, safety and security • Accidents and incidents • Daily registers
		2.2	Follow organisational policies and procedures within own responsibilities for the recording, storing, reporting and sharing of information.

Title:		Working in partnership with colleagues, professionals and key individuals in early years settings	
Unit reference number:		Y/506/9358	
Level:		3	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of partnership working in relation to current frameworks	1.1	Identify reasons for working in partnership.
		1.2	Explain the benefits of working in partnership.
		1.3	Explain the key legislation, policies, procedures and guidelines relating to working in partnership.
		1.4	Analyse the impact of legislation, policies and procedures on working in partnership.
		1.5	Evaluate the benefits of working in partnership on the development and well-being of children.
2.	Understand roles and responsibilities of colleagues and other professionals when working in partnership	2.1	Identify the roles and responsibilities of different people when working in partnership.
		2.2	Explain the limitations of own role and responsibilities in relation to working in partnership.
		2.3	Analyse the importance of partnership working to: <ul style="list-style-type: none"> • meet the needs of children • comply with legislation • deliver better outcomes for children
3.	Be able to work cooperatively with colleagues and other professionals	3.1	Work in partnership with colleagues and other professionals.
		3.2	Follow legislation, policies and codes of practice in relation to confidentiality when working with colleagues and other professionals.
		3.3	Evaluate the effectiveness of the partnership working in enabling progress and meeting the needs of the children involved.

		3.4	Demonstrate a good command of the English language when working with others.
4.	Understand the role of parents and/or carers in a child's development	4.1	Explain the significant contributions that parents and/or carers can have on a child's development.
		4.2	Identify strategies for encouraging parents and/or carers to play an active role in children's development.
		4.3	Identify strategies for encouraging parents and/or carers to play an active role in children's development.
5.	Be able to encourage and work with parents and/or carers in an early years setting	5.1	Work with parents and/or carers to help them recognise the significant contributions they are able to make to the child's health, well-being, learning and development.
		5.2	Encourage parents and/or carers to take an active role in the child's play, learning and development.
		5.3	Evaluate the impact of partnership working in making a positive contribution to the child's health, well-being, play, learning and development.

Title:		Continuing professional development in early years education	
Unit reference number:		D/506/9359	
Level:		3	
Credit value:		3	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the scope of own work role while supporting children in their early years	1.1	Explain the roles and responsibilities within own work role.
		1.2	Describe the expectations of own work role as stated in current standards and codes of practice.
2.	Understand the importance of reflective practice and continuing professional development	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided.
		2.2	Explain the importance of continued professional development.
3.	Be able to assess and plan for own continuing professional development	3.1	Evaluate own knowledge, performance and understanding against relevant standards.
		3.2	Use feedback to evaluate own performance.
		3.3	Identify areas for own development.
		3.4	Prepare an action plan for own continuing professional development.
		3.5	Record progress in relation to own continued professional development.
4.	Be able to evaluate continuing professional development activity	4.1	Evaluate how continuing professional development activity has affected own practice.
		4.2	Record progress on own action plan.

Centre Devised Assessment (CDA) guidance

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at quality@tqk.org.