



TQUK Level 2
Certificate for the
Children and Young
People's Workforce
(RQF)

601/6423/2



Qualification Summary

Key Information

Level

Level 2

Sector

Childcare

Internal/External

Internal

Qualification Type

Occupational Qualification

Assessment Language

English

Recommended Minimum Age

16

Total Credits

35

Operational Start Date

01/08/2015

Assessment Methods

Portfolio of Evidence

SSA

01.5 Child development and well-being

Qualification Status

Available To Learners

Permitted Delivery TypesBlended
Classroom
Distance
Online**Guided Learning Hours**

261

Overall Grading Type

Pass/Fail



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**Visit www.tquk.org
in order to stay up to
date with the latest
qualification news.**





Welcome to TQUK

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

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation, sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#) website.

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 www.tquk.org. Qualification specifications can be found also be found on 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](#).



Brand Guidelines

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.



Qualification Details

The Qualification

The TQUK Level 2 Certificate 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 wish to enter employment or are working in a supervised role in the Children and Young People's Workforce.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of Level 2 in Literacy and Numeracy or equivalent.

The recommended minimum age for this qualification is 16 years and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Diploma for the Children and Young People's Workforce (England)
- Level 3 Award in Supporting Children and Young People with Autism

or to employment in a job role such as: assistant pre-school worker or assistant in a children's centre, day nursery or nursery school or in a nursery class in primary schools.

Structure

Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
H/601/3305	Child and young person development	2	15	2
J/601/3491	Contribute to Children and Young People's Health and Safety	2	26	3
Y/601/3236	Contribute to the support of child and young person development	2	25	3
H/601/3496	Contribute to the Support of Positive Environments for Children and Young People	2	27	3
F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	23	3
R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	20	2
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	23	3
D/601/7403	Maintain and support relationships with children and young people	2	15	3

K/601/3323	Safeguarding the welfare of children and young people	2	20	3
T/601/7407	Support children and young people's positive behaviour	2	15	2
M/601/3498	Understand Partnership Working in Services for Children and Young People	2	18	2

Optional Units

Unit ref.	Title	Level	GLH	Credit Value
A. Optional Units				
T/503/2494	Contribute to promoting nutrition and hydration in early years and childcare settings	2	29	4
M/601/3310	Contribute to the support of children's communication, language and literacy	2	14	2
H/601/3336	Contribute to the support of children's creative development	2	14	2
J/504/2186	Contribute to the support of children's physical development through activities	2	24	3
H/601/1697	Develop Positive Relationship with Children, Young People and Others Involved in Their Care	3	8	1
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	9	1
R/601/1694	Promote Child and Young Person Development.	3	25	3
A/601/6517	Support children and young people at meal or snack times	2	18	3
D/601/6526	Support children and young people with disabilities and special educational needs	2	26	4
D/601/1696	Support Children and Young People's Health and Safety.	3	15	2
T/601/6564	Support children and young people's play and leisure	2	16	3
M/600/9807	Support the creativity of children and young people	3	20	3
L/601/1693	Understand Child and Young Person Development.	3	30	4
Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People.	3	25	3
M/601/1699	Understand How to Support Positive Outcomes for Children and Young People.	3	25	3
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	4	40	5
M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.	3	25	3
F/504/3370	Use Signing to Advance Speech, Language and Communication	2	48	6
D/504/2193	Working as part of a team in health and social care or children and young people's settings	2	17	2
M/504/2201	Working in partnership with parents and carers	2	19	3
K/601/1698	Working Together for the Benefit of Children and Young People.	3	15	2

Barred Units

There are no barred units.

Duration

Guided Learning Hours

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

The range of GLH for this qualification is: 261.

Directed Study

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 89 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, 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 350 hours.

Grading and Assessment

Assessment must meet the requirements of Skills for Care and Development Assessment Strategy or other assessment principles as detailed in the units.

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 an approved 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.

Qualification Delivery

Pre-Qualification 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.

Requirements

Trainer/Assessor

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

- 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

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.

Centre Devised Assessment

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.

Useful Resources

Websites

Health and Safety Executive

Office of Qualifications and Examinations Regulation

Register of Regulated Qualifications

Health and Safety Executive NI

www.hse.gov.uk www.ofqual.gov.uk

<http://register.ofqual.gov.uk> <https://www.hseni.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>

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

