

The background of the cover is composed of several overlapping geometric shapes in shades of blue, grey, and white. Four distinct images are integrated into these shapes: a hand holding a black pen in the top left, a man with a beard looking at a screen in the middle left, a close-up of a person's eyes wearing glasses in the bottom right, and a cross-stitch of a bee in the bottom center.

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

601/7670/2

# Qualification Summary

## Key Information

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**Level**

Level 3

**Sector**

Childcare

**Internal/External**

Internal

**Qualification Type**

Occupational Qualification

**Operational Start Date**

01/12/2015

**Recommended Minimum Age**

16

**Total Credits**

62

**Qualification Status**

Available To Learners

**Assessment Methods**

Portfolio of Evidence

**SSA**

01.5 Child development and well-being

**Overall Grading Type**

Pass/Fail

**Permitted Delivery Types**Blended  
Classroom  
Distance  
Online**Guided Learning Hours**

367



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**Visit [www.tquk.org](http://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](http://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](http://www.tquk.org). Qualification specifications can be found also be found on [www.tquk.org](http://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 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 recommended minimum age for this qualification is 16 years and above.

There are no specific entry requirements however learners should have a minimum of Level 2 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:

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

## Structure

Learners must achieve 62 credits from the 17 mandatory units

## Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
L/506/9356	Assessment and observation in early years settings	3	26	4

D/506/9359	Continuing professional development in early years education	3	18	3
F/506/9354	Equality, diversity and inclusion in early years settings	3	17	3
A/506/9353	Extending children's learning and thinking in early years settings	3	9	2
K/506/9350	Plan, lead and evaluate purposeful play activities to support children's learning and development	3	25	4
T/506/9349	Promote the health, safety and welfare of young children	3	18	4
R/506/9357	Recording, storing, reporting and sharing information in early years settings	3	12	2
K/506/9347	Safeguarding and child protection in early years	3	25	4
H/506/9346	Support attachment when working with children in early years settings	3	20	3
M/506/9348	Support children through transitions	3	17	3
D/506/9345	Support children with additional support needs	3	22	4
J/506/9355	Support positive behaviour in children	3	15	3
M/506/9351	Support the development of reading, literacy and mathematical skills in early years settings	3	18	3
T/506/9352	Support the health, wellbeing and physical care needs of children in early years settings	3	26	4
Y/506/9344	Support the holistic development of children	3	19	3
R/506/9343	Understand child development	3	50	8
Y/506/9358	Working in partnership with colleagues, professionals and key individuals in early years settings	3	30	5

## Optional Units

*There are no optional units for this qualification.*

## Barred Units

There are no barred units.

## Duration

### 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. Guided Learning Hours for this qualification is 367.

### 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 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, 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 620 hours.

## Grading and 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.

## Centre Recognition

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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

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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

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### 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](http://www.hse.gov.uk) [www.ofqual.gov.uk](http://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](http://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](http://www.deni.gov.uk) for public funding in Northern Ireland

