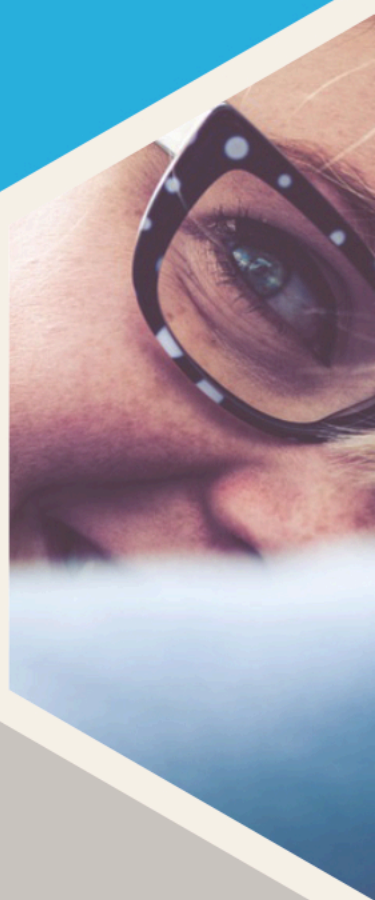




TQUK Level 3 Diploma in Healthcare Support Work

610/2249/4



Qualification Summary

Key Information

Level Level 3	Operational Start Date 31/03/2023	Internal/External Internal
Qualification Type Occupational Qualification	Qualification Status Not Yet Available To Learners	Recommended Minimum Age 16
Total Credits 83	Overall Grading Type Pass/Fail	Assessment Methods Portfolio of Evidence Practical Demonstration/Assignment Observation
SSA 01.3 Health and social care		Permitted Delivery Types
Guided Learning Hours 412		



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**Visit www.tquk.org
in order to stay up to
date with the latest
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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 3 Diploma in Healthcare Support Work is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to prepare learners for employment, including an apprenticeship, in a job role which includes customer service or to prepare them for further learning/training. The mandatory and optional units cover a range of areas relevant to the sector allowing learners to tailor the content to meet their individual needs.

Entry Requirements

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

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

Progression

- Level 2 Diploma in Customer Service
- Level 2 Certificate in Customer Service and Professional Development
- Level 2 Award in Principles of Customer Service in Hospitality Leisure, Travel and Tourism

Structure

The list below contains ALL mandatory units and optional units.

Below that, the available pathways are listed by specialism

Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
M/650/5963	Assist in monitoring the health of individuals affected by health conditions	3	18	2
R/501/6738	Cleaning, Decontamination and Waste Management	2	20	2
T/650/5956	Communicate with individuals about health promotion and wellbeing	3	15	3
T/650/5947	Maintain infection prevention and control in a care setting	3	20	2
A/650/5958	Maintain quality standards in the health sector	2	13	2
H/650/5950	Person-centred practice, choice, and independence	3	39	6
J/650/5942	Promote health, safety, and wellbeing in care settings	3	45	6
M/616/4051	Promote personal development in care settings	3	10	3

R/650/5946	Promoting effective handling of information in care settings	3	12	2
A/650/5949	Promoting equality and inclusion in care settings	3	22	3
H/650/5941	Protection and Safeguarding in care settings	2	26	3
J/650/5960	Providing support for managing pain and discomfort	2	21	3
M/650/5945	Responsibilities of a senior healthcare worker	3	22	3
D/650/5959	Service improvement within the health sector	3	23	3
R/650/5955	Study Skills support for senior healthcare workers	3	20	6
Y/650/5948	Understand duty of care in care settings	3	16	3
L/650/5944	Understand effective communication in care settings	3	26	3
K/650/5943	Understanding Mental Ill Health	3	25	4
R/650/5964	Undertake physiological measurements in care settings	3	23	4

Optional Units

Unit ref.	Title	Level	GLH	Credit Value
A. Optional Units				
L/650/6041	Adapt and fit healthcare equipment, medical devices, assistive technology, or products to meet individuals needs	3	37	6
F/650/6066	Administer medication to individuals and monitor the effects	3	30	5
A/617/0614	Administer oral nutritional products to individuals	3	23	4
L/616/4087	Advise and inform individuals on managing their condition	3	36	5
H/617/0638	Anatomy and physiology for maternity support workers	3	20	2
J/650/6086	Assist in and monitor the administration of oxygen	3	34	4
D/650/6074	Assist in implementing treatment programmes for individuals with severely reduced movement mobility	3	29	4
A/650/6055	Assist in receiving, handling, and dispatching clinical specimens	2	17	2
K/617/2567	Assist in testing individuals' abilities prior to planning physical activities	3	38	5
Y/650/5984	Assist in the administration and management of medication	2	25	3
F/650/6075	Assist in the delivery of perioperative care and support of individuals	3	24	4
Y/650/5993	Assist in the implementation of programmes to increase mobility, movement, and functional independence	3	28	4
K/616/8759	Assist others to plan presentations	2	16	2
D/650/6047	Assist practitioners in carrying out health care activities	2	19	3
R/650/6052	Awareness of mental health legislation	3	28	3
J/650/5989	Build positive relationships with children and young people	3	23	3
R/617/0635	Care for a newborn baby	3	32	4
A/616/4067	Care for individuals with urethral catheters	3	30	4
K/650/6087	Care for the older person	2	10	2
R/650/5991	Caring for the physical and nutritional needs of babies and young children	3	35	5
Y/616/4075	Carry out blood collection from fixed or central lines	3	30	4
J/617/0602	Carry out vision screening	3	34	4
A/617/0595	Carry out wound drainage care	3	23	4
Y/616/8711	Collaborate in the assessment of environmental and social support in the community	3	23	4
H/650/6058	Conduct intravenous cannulation	4	45	6
L/616/8768	Conduct routine maintenance on clinical equipment	3	30	4

D/650/6000	Conducting hearing assessments	3	30	4
J/616/4654	Contribute to the care of a deceased person	2	24	3
A/617/0628	Contribute to the discharge of individuals to carers	2	11	2
M/616/4826	Contribute to the effectiveness of teams	2	5	2
F/617/0646	Contribute to the safe use of medical devices in the perioperative environment	2	29	4
F/650/5987	Coordinate individuals through care pathways	3	15	3
T/617/2555	Deliver exercise sessions to improve individuals' health and wellbeing	3	32	5
K/616/8776	Deliver training through demonstration and instruction	3	21	3
R/616/4642	Dementia Awareness	2	7	2
K/617/0639	Develop and agree individualised care plans for babies and families	4	38	5
Y/650/6081	Effective communication with children and young people in care settings	3	29	4
A/616/4103	Enable children and young people to understand their health and well-being	4	38	5
Y/650/6054	Enable individuals with behaviours that challenge to develop strategies to manage their behaviour	3	41	8
H/616/8758	Give presentations to groups	3	26	4
T/650/5992	Identify, collate and communicate health information to individuals	3	15	2
K/617/2553	Implement hydrotherapy programmes for individuals and groups	3	35	5
F/616/4166	Implement therapeutic group activities	3	25	4
F/616/8766	Make recommendations for the use of physical resources in a health setting	3	15	4
A/650/6028	Manage the use of physical resources in a health setting	3	20	3
F/650/6057	Managing symptoms in end-of-life care	3	29	4
Y/617/0653	Measure and record individuals' body fluid balance in a perioperative environment	3	23	4
T/616/4648	Monitor and maintain the environment and resources during and after health care activities	2	20	3
A/650/6073	Monitor individuals progress in relation to managing their body weight and nutrition	3	26	3
M/650/6033	Move and position individuals 'safely' in accordance with their care plan	2	27	4
F/650/6048	Notify an individual of discharge arrangements	2	17	2
D/616/4076	Obtain a client history	3	22	3
J/616/4072	Obtain and test capillary blood samples	3	30	4
L/616/4073	Obtain venous blood samples	3	24	3
M/650/6024	Perform first-line calibration on clinical equipment ensuring it is fit for use	3	25	3
H/617/0610	Perform routine electrocardiograph (ECG) procedures	3	30	4
M/617/0660	Prepare and apply dressings and drains to individuals in the perioperative environment	2	18	2
M/617/0657	Prepare and dress for scrubbed clinical roles	2	28	4
T/617/0658	Prepare and provide surgical instrumentation and supplementary items for the surgical team	3	43	6
D/650/6038	Prepare and support individuals for healthcare activities	2	22	3
T/650/6035	Prepare for, obtain and test specimens from individuals	2	20	3
A/650/5994	Prepare the anaesthetic environment and provide support for pre and post operative anaesthesia and recovery	3	41	5
A/650/5985	Prepare, insert and secure nasogastric tubes	3	30	4
A/616/4652	Principles of health promotion	2	13	2
L/617/0634	Provide advice and information to enable parents to promote the health and well-being of their newborn babies	3	22	3
T/617/2569	Provide advice on foot care for individuals with diabetes	4	31	4

H/616/8632	Provide agreed support for foot care	2	23	3
Y/617/2550	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	38	5
Y/650/6072	Provide support for individuals with interaction and communication difficulties	3	39	4
R/616/4687	Provide support for mobility	2	14	2
K/616/8633	Provide support to individuals to continue recommended therapies	3	20	3
K/617/0642	Receive and handle clinical specimens within the sterile field	3	30	4
D/617/0668	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
A/617/0600	Remove wound closure materials	2	24	3
F/617/0596	Remove wound drains	3	34	4
J/617/0633	Reprocess endoscopy equipment	3	30	4
J/650/6068	Safeguarding the wellbeing of children and young people	3	45	7
H/650/6049	Select and wear appropriate personal protective equipment for work in healthcare settings	2	15	2
T/650/6062	Support carers in meeting the care needs of individuals	3	40	5
Y/617/0670	Support children and young people with mental health conditions	3	42	5
D/616/4689	Support independence in the tasks of daily living	2	37	5
M/616/4082	Support individuals at the end of life	3	50	6
J/617/0390	Support individuals during a period of change	3	29	4
Y/617/0622	Support individuals during emergency situations	3	27	3
R/617/0621	Support individuals during the last days of life	4	40	5
R/650/6034	Support individuals in managing continence	2	31	3
D/650/6056	Support individuals in managing dysphagia	4	36	5
F/617/2557	Support individuals in undertaking their chosen activities	3	24	4
R/616/4639	Support individuals to access and use information about services and facilities	2	20	3
Y/616/4173	Support individuals to access and use services and facilities	3	25	4
J/616/4640	Support individuals to carry out their own health care procedures	2	15	2
M/616/4650	Support individuals to eat and drink	2	15	2
M/616/4177	Support individuals to live at home	3	29	4
J/650/6030	Support individuals to manage their own recovery from mental health conditions	3	15	3
L/616/4641	Support individuals to meet personal care needs	2	16	2
T/650/6044	Support individuals to retain, regain and develop skills for everyday life.	3	28	4
T/650/6053	Support individuals undertaking healthcare activities	2	30	3
T/616/4083	Support individuals who are bereaved	3	30	4
M/616/4244	Support individuals who are distressed	2	21	3
M/617/2571	Support individuals with cognition or learning difficulties	3	34	5
D/617/0640	Support individuals with feeding babies	3	26	4
M/650/6060	Support individuals with mental health conditions to change patterns of behaviour using coping strategies	4	16	4
A/616/4179	Support individuals with specific communication needs	3	35	5
T/650/6071	Support mental health service users and carers to manage change	3	15	3
D/617/0637	Support parents or carers to interact with and care for their newborn baby	3	30	4
D/650/6065	Support parents, carers and those in a parental role to care for babies during their first year	3	39	5
M/616/4096	Support positive risk taking for individuals	3	32	4
F/616/4233	Support the spiritual wellbeing of individuals	3	26	3

K/650/5999	Support the surgical team when preparing individuals for operative and invasive procedures	3	32	4
D/650/6029	Supporting children and young people experiencing transitions	3	17	3
A/650/6064	Supporting children and young people with additional needs	4	43	6
H/650/5988	Supporting individuals with speech and language disorders to develop their communication skills	3	32	5
F/650/6001	Supporting positive behaviour	3	41	6
L/650/6050	Supporting the care of individuals with nasogastric tubes	3	19	3
L/617/0651	Transport, transfer and position individuals and equipment within the perioperative environment	3	32	5
K/617/0608	Understand advance care planning	3	25	3
H/617/0669	Understand care and support planning and risk management in mental health	3	14	4
J/650/6077	Understand end-of-life care for individuals with specific health needs	3	21	4
K/650/6078	Understand human structure and functionality	3	20	3
F/617/0615	Understand long-term conditions and frailty	3	20	3
Y/616/4092	Understand mental health interventions	3	14	4
H/650/5997	Understand mental health, wellbeing and behaviour management of children and young people	3	25	3
J/650/6059	Understand planning and the practical application of health promotion	2	12	2
M/650/6051	Understand suicide interventions	4	47	6
T/650/6080	Understand the administration and management of medication	3	28	3
A/616/4084	Understand the context of supporting individuals with learning disabilities	3	35	4
A/650/6037	Understand the current legal, policy and service framework in mental health	3	18	5
L/650/6032	Understand the impact and experience of dementia	3	23	4
L/650/6088	Understand the importance of personal wellbeing & personal wellbeing when working in mental health services	3	29	4
F/650/5969	Understand, prepare for and, carry out extended feeding techniques	3	27	4
R/650/6061	Understanding effective communication and building relationships in mental health work	3	27	6
M/650/6042	Understanding the development of children and young people	3	28	4
Y/650/6063	Understanding the effects of dementia on end-of-life care	3	22	3
H/616/4158	Undertake agreed pressure area care	2	30	4
H/650/6076	Undertake examinations of the feet of individuals with diabetes	3	26	4
Y/650/6027	Undertake external ear examinations	3	32	4
F/616/4068	Undertake personal hygiene activities with individuals	2	24	3
R/602/2677	Undertake stoma care	3	30	4
M/650/5990	Undertake the non-scrubbed role for perioperative procedures	3	28	4
Y/601/9022	Undertake tissue viability risk assessments	3	26	3
K/650/6040	Undertake treatments and dressings of wounds and lesions	3	23	4
Y/650/6036	Undertake urethral catheterisation	3	34	4
Y/616/4089	Work in partnership with families to support individuals	3	27	3
T/650/5965	Working with babies and young children to support their development and learning	3	35	5

B. Adult Nursing Support - Clinical Care

A/616/4067	Care for individuals with urethral catheters	3	30	4
Y/616/4075	Carry out blood collection from fixed or central lines	3	30	4
H/650/6058	Conduct intravenous cannulation	4	45	6

J/616/4072	Obtain and test capillary blood samples	3	30	4
L/616/4073	Obtain venous blood samples	3	24	3
A/617/0600	Remove wound closure materials	2	24	3
F/616/4068	Undertake personal hygiene activities with individuals	2	24	3
R/602/2677	Undertake stoma care	3	30	4
Y/601/9022	Undertake tissue viability risk assessments	3	26	3
K/650/6040	Undertake treatments and dressings of wounds and lesions	3	23	4

C. Adult Nursing Support - Health Navigation

D/616/4076	Obtain a client history	3	22	3
Y/616/4173	Support individuals to access and use services and facilities	3	25	4

D. Adult Nursing Support - Elderly Care

K/650/6087	Care for the older person	2	10	2
M/616/4082	Support individuals at the end of life	3	50	6
J/617/0390	Support individuals during a period of change	3	29	4

E. Adult Nursing Support - Learning Disability Support

D/616/4689	Support independence in the tasks of daily living	2	37	5
A/616/4084	Understand the context of supporting individuals with learning disabilities	3	35	4

F. Adult Nursing Support - Community Support

L/616/4087	Advise and inform individuals on managing their condition	3	36	5
F/616/4166	Implement therapeutic group activities	3	25	4
Y/616/4089	Work in partnership with families to support individuals	3	27	3

G. Maternity Support

R/617/0635	Care for a newborn baby	3	32	4
R/650/5991	Caring for the physical and nutritional needs of babies and young children	3	35	5
K/617/0639	Develop and agree individualised care plans for babies and families	4	38	5
A/650/6028	Manage the use of physical resources in a health setting	3	20	3
L/617/0634	Provide advice and information to enable parents to promote the health and well-being of their newborn babies	3	22	3
D/617/0640	Support individuals with feeding babies	3	26	4
D/617/0637	Support parents or carers to interact with and care for their newborn baby	3	30	4
D/650/6065	Support parents, carers and those in a parental role to care for babies during their first year	3	39	5
A/650/6064	Supporting children and young people with additional needs	4	43	6

H. Theatre Support

D/617/0654	Assist in the delivery of perioperative care and support to individuals	3	31	4
F/617/0646	Contribute to the safe use of medical devices in the perioperative environment	2	29	4
Y/617/0653	Measure and record individuals' body fluid balance in a perioperative environment	3	23	4
A/650/5994	Prepare the anaesthetic environment and provide support for pre and post operative anaesthesia and recovery	3	41	5
K/650/5999	Support the surgical team when preparing individuals for operative and invasive procedures	3	32	4

L/617/0651	Transport, transfer and position individuals and equipment within the perioperative environment	3	32	5
M/650/5990	Undertake the non-scrubbed role for perioperative procedures	3	28	4

I. Mental Health Support				
R/650/6052	Awareness of mental health legislation	3	28	3
Y/650/6054	Enable individuals with behaviours that challenge to develop strategies to manage their behaviour	3	41	8
D/617/0668	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
Y/617/0670	Support children and young people with mental health conditions	3	42	5
J/650/6030	Support individuals to manage their own recovery from mental health conditions	3	15	3
M/650/6060	Support individuals with mental health conditions to change patterns of behaviour using coping strategies	4	16	4
T/650/6071	Support mental health service users and carers to manage change	3	15	3
M/616/4096	Support positive risk taking for individuals	3	32	4
H/617/0669	Understand care and support planning and risk management in mental health	3	14	4
Y/616/4092	Understand mental health interventions	3	14	4
H/650/5997	Understand mental health, wellbeing and behaviour management of children and young people	3	25	3
M/650/6051	Understand suicide interventions	4	47	6
A/650/6037	Understand the current legal, policy and service framework in mental health	3	18	5
L/650/6088	Understand the importance of personal wellbeing & personal wellbeing when working in mental health services	3	29	4
R/650/6061	Understanding effective communication and building relationships in mental health work	3	27	6

J. Children and Young People Support				
J/650/5989	Build positive relationships with children and young people	3	23	3
R/650/5991	Caring for the physical and nutritional needs of babies and young children	3	35	5
Y/650/6081	Effective communication with children and young people in care settings	3	29	4
A/616/4103	Enable children and young people to understand their health and well-being	4	38	5
Y/617/0670	Support children and young people with mental health conditions	3	42	5
D/650/6029	Supporting children and young people experiencing transitions	3	17	3
A/650/6064	Supporting children and young people with additional needs	4	43	6
Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People.	3	25	3
H/650/5997	Understand mental health, wellbeing and behaviour management of children and young people	3	25	3
M/650/6042	Understanding the development of children and young people	3	28	4
T/650/5965	Working with babies and young children to support their development and learning	3	35	5

K. Allied Health Professional Therapy Support				
D/650/6074	Assist in implementing treatment programmes for individuals with severely reduced movement mobility	3	29	4
Y/650/5993	Assist in the implementation of programmes to increase mobility, movement, and functional independence	3	28	4
K/616/8759	Assist others to plan presentations	2	16	2
T/617/2555	Deliver exercise sessions to improve individuals' health and wellbeing	3	32	5
K/616/8776	Deliver training through demonstration and instruction	3	21	3

H/616/8758	Give presentations to groups	3	26	4
K/617/2553	Implement hydrotherapy programmes for individuals and groups	3	35	5
A/650/6073	Monitor individuals progress in relation to managing their body weight and nutrition	3	26	3
A/616/4652	Principles of health promotion	2	13	2
H/616/8632	Provide agreed support for foot care	2	23	3
Y/617/2550	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	38	5
Y/650/6072	Provide support for individuals with interaction and communication difficulties	3	39	4
R/616/4687	Provide support for mobility	2	14	2
F/617/2557	Support individuals in undertaking their chosen activities	3	24	4
H/650/5988	Supporting individuals with speech and language disorders to develop their communication skills	3	32	5
H/650/6076	Undertake examinations of the feet of individuals with diabetes	3	26	4

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 412.

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 two 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 830 hours.

Grading and 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 TQUKs qualifications. The policies and procedures will also support a recognised centres 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 learners 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 centres 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 TQUKs 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 www.hse.gov.uk

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

Register of Regulated Qualifications register.ofqual.gov.uk

Skills for Health www.skillsforhealth.org.uk

Skills for Care [/www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Skills Funding Agency skillsfundingagency.bis.gov.uk for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) www.gov.uk/government/publications

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

Department for the Economy www.economy-ni.gov.uk

Department of Education www.deni.gov.uk for public funding in Northern Ireland.

