



TQUK Level 2 Certificate in Introducing Caring for Children and Young People (RQF)

Qualification Specification

Qualification Number: 603/3008/9



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.

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

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

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

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border 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 2 Certificate in Introducing Caring for Children and Young People (RQF) is regulated by Ofqual and has been developed in association with The Skills Network.

Qualification Purpose

The qualification develops learners' knowledge and understanding in order to care for children and young people. Providing learners with basic knowledge of childcare, development, play and babysitting will allow learners to make informed decisions when caring for children and young people.

Entry Requirements

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

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

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Diploma in Care (RQF)

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

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

They may also wish to expand learning into other areas of Childcare at the same level with qualifications such as:

TQUK Level 2 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)

TQUK Level 2 Certificate in Understanding Children and Young People's Mental Health (RQF)

TQUK Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (RQF)

Structure

All units are optional. Learners must achieve a minimum of 13 credits.

Title	Unit ref.	Level	Guided learning hours	Credit value
Safeguarding the welfare of children and young people	R/616/9081	2	30	4
Introductory awareness of sensory loss	T/616/4682	2	30	4
Understand how play forms part of a child's development	T/617/3849	2	29	4
Use food and nutrition information to plan a healthy diet	D/616/9083	2	24	3
Understand how to use play to support early learning and development	K/617/3850	2	25	3
Craft activities with young children	M/616/9086	2	18	4
Accident prevention and fire safety when babysitting	T/616/9087	2	25	3
Caring for young children in a babysitting environment	A/616/9088	2	25	3
Children's play and leisure activities in the community	J/616/9093	1	20	3
Sharing learning experiences with children	L/616/9094	1	25	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 108 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 32 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 134 hours.

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.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

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

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

Centre Recognition

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

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

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

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

Support from TQUK

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

Course Delivery

Pre-Course Information

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

Initial Assessment

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

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

Learner Registration

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

Trainer/Assessor Requirements

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

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

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

- ✓ Level 3 Award in Assessing Competence in the Work Environment
- ✓ Level 3 Award in Assessing Vocationally Related Achievement
- ✓ Level 3 Award in Understanding the Principles and Practices of Assessment
- ✓ Level 3 Certificate in Assessing Vocational Achievement
- ✓ A1 or D32/D33

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

Internal Quality Assurer Requirements

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

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

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

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

- ✓ 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 training 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

Health and Safety Executive www.hse.gov.uk

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

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

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

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

Learning Aim Reference Service (LARS)

<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

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



Training
Qualifications

Title:		Safeguarding the welfare of children and young people	
Unit reference number:		R/616/9081	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.
		1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people.
2.	Know what to do when children or young people are ill or injured, including emergency procedures.	2.1	Identify the signs and symptoms of common childhood illnesses.
		2.2	Describe the actions to take when children or young people are ill or injured.
		2.3	Identify circumstances when children and young people might require urgent medical attention.
3.	Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1	Identify the characteristics of different types of child abuse.
		3.2	Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.
		3.3	Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying.
		3.4	Describe the actions to take in response to concerns that a colleague may be: a) failing to comply with

			safeguarding procedures b) harming, abusing or bullying a child or young person.
		3.5	Describe the principles and boundaries of confidentiality and when to share information.

The logo for Training Qualifications features a large, light blue, stylized 'C' shape on the left side. To the right of this shape, the words 'Training' and 'Qualifications' are stacked vertically in a light blue, sans-serif font. Below the text, there are two small, light blue dots.

Training
Qualifications

Title:		Introductory awareness of sensory loss	
Unit reference number:		T/616/4682	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these.	1.1	Describe how a range of factors have a negative and positive impact on individuals with sensory loss.
		1.2	Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss.
		1.3	Explain how individuals with sensory loss can be disabled by attitudes and beliefs.
		1.4	Identify steps that could be taken to overcome disabling attitudes and beliefs.
2.	Understand the importance of effective communication for individuals with sensory loss.	2.1	Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> - sight loss - hearing loss - deaf blindness
		2.2	Describe how effective communication may have a positive impact on the lives of individuals with sensory loss.
		2.3	Explain how information can be made accessible to individuals with sensory loss.
3.	Know the main causes and conditions of sensory loss	3.1	Outline the main causes of sensory loss.
		3.2	Explain the difference between congenital and acquired sensory loss.
		3.3	State what percentage of the general population is likely to have sensory loss.

4.	Know how to recognise when an individual may be experiencing sight and/or hearing loss.	4.1	Outline the indicators and signs of: <ul style="list-style-type: none"> - sight loss - deaf blindness - hearing loss.
		4.2	Explain where additional advice and support can be sourced in relation to sensory loss.
5.	Know how to report concerns about sensory loss.	5.1	Describe to whom and how concerns about sight and/or hearing loss can be reported.



Training
Qualifications

Title:		Understand how play forms part of a child's development	
Unit reference number:		T/617/3849	
Level:		2	
Credit:		4	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of a child's development.	1.1 U1Q1	Outline the development of young children from birth to three years in the following areas: <ul style="list-style-type: none"> - 'social-emotional' - physical - cognitive.
		1.2 U1Q2	Explain how children might develop differently and why.
		1.3 U1Q3	Explain how development in one area might influence development in others.
2.	Understand how children's development can be influenced.	2.1 U1Q7	Define the term essential requirements in the context of a young child.
		2.2 U1Q8 U2Q7 U1Q6	Describe how children's development can be positively influenced by: <ul style="list-style-type: none"> - Meeting their essential requirements - Creating positive surroundings - Adult participation
		2.3 U1Q4	Describe attributes of positive surroundings in the context of child development.
3.	Understand the role of Adult's in the development of young children.	3.1 U3Q3a U3Q2 U3Q6 U3Q10 U3Q11 U2Q4	Identify play activities and resources for children.
		3.2 U2Q3	Describe how an adult can: <ul style="list-style-type: none"> - Meet a child's essential requirements

		U2Q5 U1Q6 U1Q8	<ul style="list-style-type: none">- Create a positive surroundings- Support play- Use play to meet children's needs.
		3.3 U2Q6	Explain why it is important to change interaction depending upon a child's age.



Training
Qualifications

Title:		Use food and nutrition information to plan a healthy diet	
Unit reference number:		D/616/9083	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand food labelling.	1.1	Identify nutritional information which must be provided on food labels.
		1.2	Identify the guideline daily amounts of fat, sugar and salt in an adult diet.
		1.3	Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content.
		1.4	Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food.
		1.5	Outline ways in which food label claims and descriptions may be misleading.
2.	Understand food additives.	2.1	Define the term food additives.
		2.2	Describe the main groups of additives and their functions.
		2.3	Explain the benefits of food additives.
		2.4	Give examples of legislation surrounding the use of food additives.
3.	Apply principles of healthy eating.	3.1	Record own food and drink intake for one week.
		3.2	Compare own food and drink intake against current healthy eating advice.
		3.3	Outline the steps that could be taken to make their diet healthier.

Title:		Understand how to use play to support early learning and development	
Unit reference number:		K/617/3850	
Level:		2	
Credit:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how a range of toys, games and activities that can be used to support learning and development.	1.1 U3Q1 U3Q2 U3Q8 U3Q13 U3Q7b	Explain how learning and development can be enhanced by: <ul style="list-style-type: none"> - Role play and imagination games - Indoor games - Outdoor games - Planned craft activities - Books and stories - Speaking and listening games.
2.	Know a range of toys, games and activities that can be used to support learning and development.	2.1 U3Q11	Describe speaking and listening games for children.
		2.2 U3Q3a	Describe a range of outdoor and indoor games appropriate for children of different ages.
		2.3 U3Q3b U3Q3c	Give examples and evaluate a range of; <ul style="list-style-type: none"> - Competitive games - Non-competitive games - Table top games.
		2.4 U3Q6	Identify a range of creative activities and supporting resources for use with children.
3.	Understand the role of an adult in organising games and activities that support learning and development.	3.2 U3Q9 U3Q8	Identify books for children using criteria to determine appropriateness for age and development stage.
		3.3 U3Q14 U3Q5b	Describe the role of an adult in activities which a child cannot do alone including; <ul style="list-style-type: none"> - Cooking - Speaking and listening.
4	Be able to plan an interactive activity.	4.1 U3Q4 U3Q5a	Produce a plan for a cooking activity for children.

U3Q5b

		4.2	Produce a plan for a creative activity for children.
		U3Q7a	
Title:		Craft activities with young children	
Unit reference number:		M/616/9086	
Level:		2	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the benefits of craft activities for young children.	1.1	Describe craft activities suitable for the following aged children: - 6 months to 1 year - 13 months to 2 years - 2 years 1 month to 5 years.
2.	Understand health and safety when providing craft activities for young children.	1.2	Explain the benefits and learning for the young child from each activity described.
		2.1	Identify health and safety risks that need to be considered when providing craft activities for young children.
		2.2	Explain how to deal with the health and safety risks listed in relation to craft activities.
		2.3	Describe the support a young child may need when carrying out craft activities in relation to health and safety.

Title:		Accident prevention and fire safety when babysitting	
Unit reference number:		T/616/9087	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand risk assessment and its role in supporting the babysitter.	1.1	Define what is meant by a risk assessment.
		1.2	Explain the benefits of carrying out a risk assessment in a babysitting environment to: <ul style="list-style-type: none"> - the child/children - the babysitter.
2.	Know how to assess risks in a babysitting environment.	2.1	Identify possible risks in a babysitting environment for the following: <ul style="list-style-type: none"> - fire - accident - injury.
3.	Understand the role of control measure in fire safety and accident preventions.	3.1	Explain ways of preventing or minimising risk which could be put in place for each of the following: <ul style="list-style-type: none"> - fire - accident - injury.
		3.2	Explain how the control measure supports the safety of: <ul style="list-style-type: none"> - the child/children - the babysitter.
		3.3	Explain the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children.

	<p>Assessment Guidance: 3.3. needs to include information to prioritise the safety of the children both physically and emotionally</p>
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	<p>'Control Measure' is defined as a way of preventing or minimising risk</p>
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Title:		Caring for young children in a babysitting environment	
Unit reference number:		A/616/9088	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand responsibilities in relation to babysitting.	1.1	Explain the responsibilities of the children's parent (s) or primary carer(s) in relation to: <ul style="list-style-type: none"> - the babysitter - the children.
		1.2	Describe the babysitter's responsibilities to the children being cared for.
		1.3	Explain the babysitter's responsibilities to the children's parent(s) or primary carer(s).
2.	Know age appropriate toys and activities for young children from birth to 5 years 11 months.	2.1	Describe different toys and activities suitable for the following age children: <ul style="list-style-type: none"> - birth to 11 months - young children aged 1 year to 1 year 11 months - children aged 2 years to 2 years 11 months - children aged 3 years to 3 years 11 months - children aged 4 years to 5 years 11 months.
3.	Know how to prepare a young child for sleep.	3.1	Describe a calming routine for preparing young children to settle at bed time.
		3.2	Demonstrate understanding of the following care activities: <ul style="list-style-type: none"> - bathing a young child - changing a nappy - supporting a young child to clean teeth.

		3.3	Explain the value of reading stories at bed time.
Assessment guidance:			
<ul style="list-style-type: none">- Age ranges for young children is birth to 5 years 11 months- There is no expectation that 3.2 should be carried out with a young child.			



Training
Qualifications

Title:		Children's play and leisure activities in the community	
Unit reference number:		J/616/9093	
Level:		1	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know about play and leisure activities for children in the local community.	1.1	List organisations which provide play and leisure activities in the local community.
		1.2	Give examples of leisure and play activities for children in the local community.
2.	Know the benefits of play and leisure activities for children.	2.1	State the ways that children's development is supported by play and leisure activities in the following areas: <ul style="list-style-type: none"> - Physical - Social and emotional - Language and communications.
3.	Know the role of adults in supporting play and leisure activities in the community.	3.1	Outline ways that adults support children in play and leisure activities.
		3.2	Identify factors which may prevent children from taking part in play and leisure activities in the community.
		3.3	Outline the ways that adults include children with particular needs or disability in play and leisure activities.

Title:		Sharing learning experiences with children	
Unit reference number:		L/616/9094	
Level:		1	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how children learn.	1.1	Identify ways that children can learn.
		1.2	Outline ways that children use senses to find out about the world.
		1.3	State the importance of investigation for children's learning.
2.	Know how to use stories and rhymes with young children.	2.1	Identify stories and rhymes for children 0-5 years.
		2.2	Identify sensory aid(s) to support children's enjoyment of stories.
		2.3	State ways to encourage children to take part in stories or rhymes.
3.	Understand that the natural world can support children's learning.	3.1	Identify objects of interest from the natural world.
		3.2	List natural environments which may be used to extend children's experiences.
		3.3	Give an example of how outdoor experiences can develop children's curiosity.
4.	Know how the local community can be used to broaden children's experiences.	4.1	List local organisations, services or people that can provide experiences for children.
		4.2	State the benefits of finding out about the local community for children.
		4.3	Give examples of ways that local organisations, services or people working in the community can broaden children's experiences.

Centre Devised Assessment (CDA) guidance

This qualification is a level 2, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
State	Define
List	Explain
Outline	Identify

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.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com.

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@tquk.org.