



Qualification Specification

TQUK Level 1 Award in Principles of Working in Early Years Settings (RQF)

Qualification Number: 603/3414/9

Version 3



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Introduction

Welcome to TQUK

Training Qualifications UK (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. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

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](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

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. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

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

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the 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 corporate/business letterheads, pages of the 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 a true representation of the 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 they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 1 Award in Principles of Working in Early Years Settings (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge of childcare in an early years setting (Birth – 5 years 11 months) Topics include: the value of play, roles and responsibilities of carers and volunteers and the importance of developing community links.

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.

The qualification is especially suitable for parents and volunteers participating in early years provision. It is also suitable for learners on Foundation Learning programmes.

It is not necessary for learners to be working, however it is recommended that they have access to an early years setting, for example volunteering.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 2 Certificate for the Children and Young People's Workforce
- TQUK Level 2 Certificate in Introducing Caring for Children and Young People

While this qualification will not enable individuals to proceed directly into a job role, it will provide a foundation for further learning into this sector along with making an individual more eligible for volunteer work in this subject area.

Structure

Learners must achieve six credits: five credits from the mandatory units and a minimum of one credit from the optional units

Mandatory Units

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of play for babies and young children	F/617/1456	1	27	3
Management and organisation of early years environments	J/617/1457	1	17	2

Optional Units

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of community development in early years settings	L/617/1458	1	7	1
Roles and responsibilities in early years settings	R/617/1459	1	7	1

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 51 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 9 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 60 hours

Command Verbs

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

We advise that this is used for the following:

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

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

Select	Choose the most suitable for the task.
State	Express clearly and briefly.
Summarise	Sum up the main points of the subject matter in a more concise format.
Verify	Demonstrate that the subject matter is accurate or relevant.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

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

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

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

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

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain 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 of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The 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.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer

Requirements

All members of staff involved with the qualification (assessing or IQA) will 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 requested
- Work experience in the subject area of the qualification.

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 remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

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

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. 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 and have their quality assurance decisions countersigned by a qualified internal quality assessor. 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 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

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.

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 activities 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>

Health and Safety Executive NI

<https://www.hseni.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 14+ learners in England

Learning Aim Reference Service

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

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of Assessment

Title:		Principles of play for babies and young children	
Unit reference number:		F/617/1456	
Level:		1	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the importance of play in child development	1.1	List ways to support young children's development through play.
		1.2	State the importance of play to young children in terms of: <ul style="list-style-type: none"> • physical development • social development • emotional development • intellectual development • language development
		1.3	Describe how play can be used to meet the needs of individual children.
2.	Know types play of for babies and young children from birth to 5 years 11 months	2.1	Identify play activities and resources to support them for different age ranges: <ul style="list-style-type: none"> • birth to 11 months • 1 year to 1 year 11 months • 2 years to 2 years 11 months • 3 years to 3 years 11months • 4 years to 5 years 11 months
		2.2	State the importance of making all types of play available in all play sessions.
3.	Know the role of the adult in providing play	3.1	Give examples of how adults can support young children's play.
		3.2	State the importance of adult and child interactions being appropriate for the age and stage of the child.
		3.3	List ways in which early years staff and parent/carers support children's learning and development by working together.

Title:		Management and organisation of early years environments	
Unit reference number:		J/617/1457	
Level:		1	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know what is involved in management of early years provision	1.1	State the main responsibilities of management of early years provision.
		1.2	State why the confidentiality of children must be protected.
		1.3	Describe how regulatory/inspection body and registration are related.
		1.4	Define a safe, secure and stimulating environment.
2.	Know how early years settings are affected by regulations and legislation	2.1	State the role of policies and procedures in early years management.
		2.2	Identify health and safety legislation relevant to early years settings.
		2.3	Define 'safeguarding children'.
3.	Understand how early years settings make children feel secure	3.1	Identify procedures that support children to feel settled and enjoy play and learning.
		3.2	Define 'key person'.
		3.3	State how a child's feeling of security and confidence are prompted by a 'key person'.

Title:		Principles of community development in early years settings	
Unit reference number:		L/617/1458	
Level:		1	
Credit value:		1	
Guided learning hours:		7	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how to develop community links which enhance children's learning and development	1.1	Identify potential links which could be made within the learner's community.
		1.2	Outline how these links could enhance children's learning and development.
2.	Know the role played by community volunteers	2.1	State the value of volunteers.
		2.2	Explain the benefits of using community volunteers to the: <ul style="list-style-type: none"> • children • volunteers • setting
3.	Know how to involve volunteers in early years settings	3.1	Outline the procedure for recruiting and inducting volunteers.
		3.2	Identify the legal factors to be considered when using volunteers in early years settings.

Title:		Roles and responsibilities in early years settings	
Unit reference number:		R/617/1459	
Level:		1	
Credit value:		1	
Guided learning hours:		7	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the management structure of an early years setting	1.1	Outline the responsibilities of each role in the early years management structure.
2.	Know the role of an early years team	2.1	State the responsibilities of each member of an early years team.
		2.2	State the value of team work.
3.	Know how to improve own practice in an early years setting	3.1	Identify how to improve practice using feedback from others.
		3.2	Outline how to review and improve own practice.