Specification

IAO Level 3 Diploma for the Early Years Educator

Qualification Number: 610/4337/0

Contents

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected

Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is Version 1. We will inform centres of any changes to this Specification. Centres can keep up to date from visiting our website www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email contactus@innovateawarding.org

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Qualification Summary

Qualification Title	Level 3 Diploma for the Early Years Educator		
Qualification Number (QN)	610/4337/0	RQF Level	3
Operational Start Date	1st September 2024		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
633	314	63

Qualification Objective

The objective of this qualification is to recognise learners' achievements within the early years environment. It will develop learners' understanding of the roles and responsibilities and knowledge and skills required of early years educators.

Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Learners must compile a portfolio of evidence demonstrating how they meet the assessment criteria. To pass the qualification, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they will be provided with feedback by their assessor for the criteria not yet met.

Portfolio of Evidence

Portfolio of Evidence may include workplace documentation and workplace records, witness statements, annotated photographs, video clips, professional discussion with your tutor and observation by your tutor. This is not a definitive list; other evidence sources are allowed.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them. The Statement of Authenticity is attached to the Evidence Locator. This must be signed by both the learner and their line manager.

Qualification Structure

Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
D/651/1998	The Early Years Foundation Stage (EYFS) Framework	3	4	22
F/651/1999	Assessment in early years settings	3	3	13
T/651/2000	Roles, responsibilities and continuing professional development for early years practitioners	3	4	18
Y/651/2001	Equality, diversity and inclusion for early years practitioners	3	3	15
A/651/2002	Health, safety and security procedures in early years settings	3	6	32
D/651/2003	Personal care and wellbeing for children in early years settings	3	5	25
F/651/2004	Plan and lead activities and educational programmes	3	4	20
H/651/2005	Providing children with additional support in early years	3	4	22
J/651/2006	Safeguarding children in early years settings	3	5	28
K/651/2007	Supporting children through transitions and significant events	3	4	22
L/651/2008	Supporting children's development in communication, language, literacy and mathematics	3	5	26
M/651/2009	Supporting positive behaviour in children during early years	3	4	18
Y/651/2010	Understanding child development	3	4	20
A/651/2011	Understanding theories and philosophical approaches to child development	3	3	12
D/651/2012	Working in partnership with parents and others in early years settings	3	5	21

Target Audience

This RQF competence-based qualification is designed for those people who are involved in the learning, development and care of children from birth to five years old as their primary work activity and are seeking to develop their career as an early years educator.

This qualification has been developed to meet the Early years educator level 3: qualifications criteria (from 1 September 2024) determined by the Department for Education.

This qualification was developed in consultation with stakeholders to ensure the content is full and relevant to ensure learners are occupationally competent in the workplace.

There are no formal entry requirements for this qualification.

This qualification is regulated for learners aged 16 years old and over.

Early years educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings including full day care, children's centres, pre-schools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to five years old.

Progression Opportunities

Learners who achieve this qualification could progress into employment working with children from 0 to 5 years in roles such as Early Years Educator, Nursery Nurse, Child Minder, Pre-school Assistant.

With additional experience, an Early Years Educator can become the manager of an early years setting.

Learners could also progress to further study or training such as:

- Level 5 Early Years Lead Practitioner Apprenticeship

Support Materials

The following support materials are available for this qualification:

- Portfolio of Evidence Locator

Funding

For details on eligibility for government funding please refer to:

https://www.qualifications.education.gov.uk/

QUALIFICATION UNITS

Unit Title	The Early Years Foundation Stage (EYFS) framework
Unit Number	D/651/1998
Level	3
Credit Value	4
GLH	22

Unit Aim

This unit introduces learners to the current early years foundation stage (EYFS) framework. The EYFS is a framework for practitioners in England to work to ensure they meet the wide ranging needs of all the children in their setting to help them to fulfil their potential.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the current Early Years Foundation Stage framework	1.1 Explain the structure of the current Early Years Foundation Stage framework 1.2 Explain the purposes of the current Early Years Foundation Stage framework 1.3 Describe the **areas of learning** and development that must shape educational programmes in early years settings 1.4 Describe the early learning goals defined in the Early Years Foundation Stage
2. Understand pedagogy in early years settings	2.1 Describe **pedagogical approaches** in early years 2.2 Explain how to adapt pedagogical approaches 2.3 Describe the use of the learning environment and resources in implementing the curriculum
3. Understand the role and requirements of Ofsted in early years	3.1 Describe the role of Ofsted in regulating early years settings 3.2 Describe the role of Ofsted in inspecting early years settings 3.3 Identify information that must be shared with Ofsted
4. Understand the EYFS requirements for supporting children with special educational needs and disability (SEND)	4.1 Explain the EYFS requirements for supporting children with special educational needs and disability 4.2 Describe the learning and development challenges faced by children with special educational needs and disability 4.3 Identify resources available for supporting children with special educational needs and disability

Additional information

Areas of learning in the Early Years Foundation Stage (EYFS):

The prime areas of learning are:

- communication and language
- personal, social and emotional development
- physical development

The specific areas of learning are:
- Literacy
- Understanding the world
- Mathematics
- Expressive arts and design

Pedagogical approaches:

- play
- direct teaching
- adult explanations
- adult modelling
- learning from peers
- guided learning

Assessments:

- Progress check at age two
- Reception Baseline Assessment
- Early Years Foundation Stage Profile (EYFSP)

Methods of assessing:

- Verbal assessment
- Formative
- Summative
- Two Year Check
- Early Years Foundation Stage Profile

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K6, K17, K18
Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Assessment in early years settings**
Unit Number	**F/651/1999**
Level	**3**
Credit Value	**3**
GLH	**13**

Unit Aim

This unit provides learners with the understanding and competence to carry out assessment and planning of learning and development with children. The unit also addresses the importance of the involvement of children in assessment and planning.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand methods and techniques for assessing children's learning and development	1.1 Explain the purpose of assessment in early years 1.2 Describe the **assessments** required at different ages 1.3 Describe **assessment methods and techniques** 1.4 Explain the benefits and limitations of assessment 1.5 Describe the key stages in assessing children's progress
2. Be able to plan for assessment for individuals and groups of children	2.1 Ensure plans for assessment fully reflect children's: • stage of development • rate of development • individual needs • circumstances 2.2 Involve children and their parents and/or carers in the planning process 2.3 Support children to develop a plan that focuses on the achievement of positive outcomes 2.4 Describe the roles and responsibilities of all those involved in implementing a plan
3. Be able to carry out assessment	3.1 Carry out assessments that meet the circumstances of children 3.2 Make use of formative and summative assessment to track children's progress 3.3 Follow procedures relating to: • permissions • confidentiality

		•	health, safety and security
	3.4		Complete assessment records
4. Be able to review children's progress and plan next stages	4.1		Discuss children's progress in their learning with:
		•	the key person
		•	colleagues
		•	parents and/or carers
	4.2		Reflect on the effectiveness of assessment methods and techniques used
	4.3		Plan next stages of children's learning involving others

Additional information

Assessments must include:
- Progress check at age two
- Reception Baseline Assessment
- Early Years Foundation Stage Profile (EYFSP)

Assessment methods and techniques may include:
- Verbal assessment
- Formative
- Summative
- Observational assessment

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

It is possible that the opportunity for the learner to provide performance evidence for particular skills criteria may not arise during the period of the qualification. In such cases, other evidence to demonstrate that the learner would be able to perform the skill if real work evidence is not available is permissible such as written or verbal evidence.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K24, K25, S18
Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	Roles, responsibilities and continuing professional development of early years educators
Unit Number	T/651/2000
Level	3
Credit Value	4
GLH	18

Unit Aim

This unit introduces the knowledge and competence required for the application of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the scope of own work responsibilities supporting children in their early years	1.1 Explain own roles and responsibilities within the setting 1.2 Explain the role and responsibilities of the key person in the setting 1.3 Explain the requirements of **standards and codes of practice** within the setting relating to own duties 1.4 Describe the **behaviour** expected of early years educators
2. Understand own organisation's role in early years provision	2.1 Describe how own setting implements **current policies, frameworks and influences** relevant to the early years sector 2.2 Describe how own organisation's approach and values underpin the learning environment

3. Be able to reflect on own practice supporting children in early years	3.1 Describe the process of reflection
	3.2 Explain the importance of reflective practice in continuously improving:
	    • skills
	    • practice
	    • subject knowledge
	3.3 Reflect on own day to day working practice in line with policies and procedures of own work setting
	3.4 Describe the impact of own practice on the setting

4. Be able to assess own practices for continuous professional development	4.1 Explain the importance of continued professional development 4.2 Use feedback to evaluate own performance 4.3 Identify areas for own development

	4.4	Compare the available options for continued professional development
	4.5	Agree an action plan with line manager to improve:
		• skills
		• practice
		• subject knowledge
		• time management
	4.6	Review own action plan with line manager
	4.7	Record progress in relation to professional development
5. Understand staff supervision in early years	5.1	Describe the **benefits of effective staff supervision** within early years
	5.2	Describe the role of the early years educator in supervising staff and leading the setting
	5.3	Describe the supervision of staff who are at different stages of their career

Additional information

Standards and codes of practice:

- Codes of practice
- Minimum standards
- Regulations
- National occupational standards
- Apprenticeship standard

Behaviour – as listed in the Early Years Educator apprenticeship standard

Benefits of effective staff supervision must include:

- Opportunity for staff to identify, discuss and address issues
- Opportunity for staff to receive support, coaching and training
- Promotes the interests of babies and children
- Fosters a culture of mutual support, teamwork and continuous improvement

Current policies, frameworks and influences:
- Early Years Foundation Stage (EYFS) Framework
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- Current research
- Social and economic influences such as work patterns and financial constraints

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

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Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K9, K20, K27, S7, B1, B2, B3, B4, B5, B6, B7, B8

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Equality, diversity and inclusion for early years practitioners**
Unit Number	**Y/651/2001**
Level	**3**
Credit Value	**3**
GLH	**15**

Unit Aim

This unit addresses the importance of equality, diversity and inclusion, and how to promote these in the early years setting. The unit also looks at the importance of promoting equality of opportunity and anti-discriminatory practice.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of promoting equality, diversity and inclusion in an early years setting	1.1 Define the terms: • diversity • equality • inclusion • oppression 1.2 Explain how **legislation** and codes of practice relate to early years 1.3 Explain the importance of supporting **others** to encourage diversity, equality and inclusion 1.4 Explain how inclusive practice encourages equality and supports diversity 1.5 Explain the effects of discrimination on individuals
2. Be able to support equality of opportunity and anti-discriminatory practice within the early years setting	2.1 Work with others to promote diversity, equality and inclusion 2.2 Interact with **others** in ways which acknowledge: • cultural differences • family circumstances 2.3 Apply anti-discriminatory legislation and codes of practice to own duties 2.4 Explain how to challenge discrimination in a way that promotes positive change 2.5 Describe how to support the practice of colleagues 2.6 Describe how to challenge the practice of colleagues 2.7 Implement safe activities for children to develop awareness of equality, diversity and inclusion

Additional information

Legislation:

- Equality Act 2010
- EYFS effective from January 2024
- SEND Code of Practice: 0-25 years

Others:

- Parents
- Colleagues
- Carers
- Other professionals

Assessment requirements

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Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K1, K7, B2

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Health, safety and security procedures in early years settings**
Unit Number	**A/651/2002**
Level	**3**
Credit Value	**6**
GLH	**32**

Unit Aim

This unit looks at creating safe environments that enable children to explore and take risks, with the supervision of practitioners. The unit also looks at recognising hazards and carrying out risk assessments in the early years setting.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legal requirements and guidance relating to health, safety and security in early years settings	1.1 Describe **legislation, guidance, policies and procedures** relating to health, safety and security in an early years setting 1.2 Explain how legislation, guidance and policies and procedures are implemented in own early years setting
2. Be able to act upon own responsibilities in relation to health, safety and security	2.1 Explain the impact legislation, guidance and policies and procedures have on own role and responsibilities 2.2 Carry out own responsibilities in relation to: • health and safety • security • confidentiality of information • staff to child ratios 2.3 Explain how health, safety and security is: • monitored • maintained 2.4 Explain potential conflicts between the rights and choices of children and health, safety and security requirements 2.5 Use equipment, furniture and materials safely
3. Understand how to respond to accidents and emergency situations	3.1 Identify **accidents, incidents, emergencies and illnesses** which take place in an early years setting 3.2 Explain the policies and procedures of own setting for responding to accidents, incidents, emergencies and illnesses 3.3 Explain the actions to take if accidents, incidents, emergency or illness situations occur

	3.4 Explain the procedures for recording and reporting accidents, incidents, emergency or illness situations
4. Be able to carry out a risk assessment	4.1 Identify potential risks in: • indoor environments • outdoor environments • outings/trips 4.2 Explain the stages of risk identification and assessment 4.3 Undertake a health and safety risk assessment of: • resources • indoor environments • outdoor environments 4.4 Explain how to balance risks and benefits of activities for children 4.5 Manage identified risks in line with policies and procedures
5. Be able to maintain records and reports to legal requirements	5.1 Maintain accurate and clear **records and reports** 5.2 Implement the processes used by own setting to comply with data protection legislation

Additional information

Legislation, guidance, policies and procedures:

- Current legislation and guidance
- The United Nations Convention on the Rights of the Child
- Health and Safety at Work etc Act 1974
- COSHH Regulations 1994
- RIDDOR 1995
- Food Safety Act 1990
- Children Act 1989
- Duty of care
- Codes of practice
- Early Years Foundation Stage (EYFS)
- Working in an open and transparent way
- Sharing concerns and recording / reporting incidents
- Health, Safety and Welfare Policy
- Whistleblowing

Accidents, incidents, emergencies, and illnesses:
- Accidents involving children or adults
- Emergencies such as fire, missing children, evacuation
- Taking appropriate action

- Incidents – all types
- Recognising signs of illness such as fever, rashes or unconsciousness
- Food allergies and anaphylaxis
- Choking

Records and reports:
- Risk assessments
- Accidents / incidents / near misses
- Daily registers
- Health, safety and security
- Medication requirements
- Special dietary needs
- Safeguarding referrals
- Planning
- Observation and assessment

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

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Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K4, K5, S2, S3, B3

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Personal care and wellbeing for children in early years settings**
Unit Number	**D/651/2003**
Level	**3**
Credit Value	**5**
GLH	**25**

Unit Aim

This unit identifies the knowledge, understanding and skills required to support children's wellbeing. The unit also addresses the importance of the prevention and control of infection in an early years setting.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to implement infection control procedures within the early years setting	1.1 Describe **legislation, guidance, policies and procedures** relating to infection control 1.2 Explain the importance of the prevention and control of infection 1.3 Explain procedures for the prevention and control of infection 1.4 Follow prevention and control of infection procedures for: • hand washing (staff and children) • food hygiene • dealing with spillages • disposal of waste • using correct personal protective equipment
2. Understand childhood illnesses	2.1 Describe common childhood illnesses 2.2 Explain the exclusion periods for infectious diseases 2.3 Explain the purpose of the immunisation programme for children 2.4 Explain the procedure for administration of non-prescription and prescription medication.
3. Be able to carry out physical care routines	3.1 Identify physical care routines carried out in the early years setting 3.2 Plan physical care routines for children to meet the age, stage and needs of the child with involvement of **others** 3.3 Carry out physical care routines for children for: • skin • hair • oral health • toileting • dressing/undressing

	• nappy changing • rest and sleep • eating (feeding and weaning and complementary feeding)
4. Be able to provide food for children	4.1 Prepare food that is suitable for the age and development of babies and children 4.2 Find and apply the most up-to-date advice on weaning provided by the NHS 4.3 Supervise children while they are eating
5. Be able to support children's health and wellbeing	5.1 Explain the importance of a healthy diet for children 5.2 Explain the importance of exercise and physical activity for children 5.3 Plan activities to support healthy lifestyles for children in own early years setting 5.4 Undertake activities to support the health and wellbeing of children in own early years setting 5.5 Promote the consumption of healthy and balanced food and drink by children in the setting

Additional information

Legislation, guidance, policies and procedures:

- Current legislation and guidance
- Current early education curriculum framework
- Sharing concerns and recording / reporting incidents
- Codes of practice
- Duty of care

Others:

- Special educational needs coordinator (SENCO)
- Early years teachers
- Teachers
- Family support workers
- Dieticians
- Child Psychiatrists
- Key person
- Early years professional
- Social workers
- Health visitors
- Educational psychologist
- Parents and carers

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

It is possible that the opportunity for the learner to provide performance evidence for particular skills criteria may not arise during the period of the qualification. In such cases, other evidence to demonstrate that the learner would be able to perform the skill if real work evidence is not available is permissible such as written or verbal evidence.

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Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: S2, S9

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title   **Plan and lead activities and educational programmes**
Unit Number   **F/651/2004**
Level   **3**
Credit Value   **4**
GLH   **20**

Unit Aim

This unit introduces learners to the knowledge, understanding and skills required to support play and learning activities. The unit looks at the planning and implementation involved in delivering purposeful play opportunities and educational programmes.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand areas of learning and development in the current early education curriculum	1.1 Explain the requirements of the areas of learning and development in the current early education curriculum 1.2 Explain how the areas of learning and development are co-dependent 1.3 Describe the outcomes for children that form part of the current early education curriculum 1.4 Explain how outcomes are assessed and recorded 1.5 Explain the importance of planning activities that demonstrate differentiation to support children's individual learning and development needs
2. Be able to implement purposeful play opportunities, experiences and educational programmes relating to early education curriculum requirements	2.1 Access curriculum and practice **support** 2.2 Plan activities that include all **areas of learning and development** of the current early education curriculum requirements 2.3 Provide an inclusive environment that enables children to feel safe, secure and emotionally supported 2.4 Implement activities that include the learning and development areas of the current early education curriculum requirements 2.5 Observe children to identify areas in need of further development
3. Be able to support children's development, learning and thinking	3.1 Encourage children in activities that support their development, learning and thinking 3.2 Apply **strategies** to develop and extend children's development, learning and thinking 3.3 Facilitate activities to support children's group learning and socialisation

4. Understand the effectiveness of educational programmes	4.1 Explain how activities support children's learning and development
	4.2 Describe the impact of the environment on the effectiveness of educational programmes
	4.3 Plan for children's further developmental progression

Additional information

Support:
- For example, non-statutory Development Matters guidance

Areas of learning and development:
- Communication and language (extending vocabulary, language structure and dialogue for example)
- Personal social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Strategies must include:
- Introducing the child to new interests
- Sustained shared thinking
- Using verbal and non-verbal communication

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K15, K18, K26, S11, S14, S16, S19, S20

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Providing children with additional support in early years**
Unit Number	**H/651/2005**
Level	**3**
Credit Value	**4**
GLH	**22**

Unit Aim

This unit addresses the knowledge, skills and competence required to identify when a child is in need of additional support. The unit also looks at working in partnership with parents and/or carers and other professionals.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to identify when a child is in need of additional support	1.1 Describe **areas of need** that individual babies and children may have 1.2 Identify **indicators** of a child being in need of additional support 1.3 Explain **possible reasons** for a child being in need of additional support 1.4 Inform **relevant people** about concerns regarding a child 1.5 Record concerns about a child in line with procedures in own work setting
2. Be able to engage with children to meet their additional needs	2.1 Carry out initial assessment of a child's additional needs 2.2 Plan activities to meet additional needs, working in partnership with: • parents and/or carers • **other professionals** 2.3 Adapt resources and approaches to provide additional support 2.4 Use specialist aids, resources and equipment to support children with SEND 2.5 Use a range of communication methods to meet children's needs 2.6 Engage positively with children during activities and play opportunities to meet children's additional needs 2.7 Reflect on how children with additional needs have been supported, including: • actions taken • outcomes 2.8 Identify areas: • of success

	• that need improvement

Additional information

Areas of need must include**:**
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and/or sensory needs

Indicators must include:
- Delay in the learning and development of a baby or child
- Behavioural changes, e.g. difficult or withdrawn behaviour

Possible reasons:
- Poverty and social disadvantage
- Disability or special educational needs*
- Abuse or bullying
- Lack of information or poor provision locally
- Cultural
- Rurality
- Communication barriers
- Mental and physical health
- Attitudinal
- Lack of support from parents or carers

* It is important for the learner to understand that babies and children in need of additional support do not necessarily have SEND.

Relevant people:
- Parents / Carers
- Key person
- Early years professional
- Social workers
- Health visitors
- Dieticians
- Child psychiatrists
- Special educational needs coordinator (SENCO)
- Early years teachers
- Teachers
- Family support workers
- Speech and language therapists
- Educational psychologist

- Counsellors

Other professionals:

- Colleagues from other agencies and services
- Multi-disciplinary teams
- Carers
- External partners
- Others who are important to the child
- Colleagues
- Advocates

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

It is possible that the opportunity for the learner to provide performance evidence for particular skills criteria may not arise during the period of the qualification. In such cases, other evidence to demonstrate that the learner would be able to perform the skill if real work evidence is not available is permissible such as written or verbal evidence.

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Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K19, S5, S10

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title   **Safeguarding children in early years settings**
Unit Number   J/651/2006
Level   3
Credit Value   5
GLH   28

Unit Aim

This unit introduces learners to the roles, responsibilities and requirements of safeguarding children in early year's settings. The unit also explores legislation, guidelines, policies and procedures which impact on safeguarding, including data protection and information handling.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legal requirements and guidance impacting on safeguarding in early years settings	1.1 Explain child protection in the context of safeguarding children in early years settings 1.2 Outline **statutory and non-statutory guidance** relating to safeguarding in early years 1.3 Outline employer, local and national safeguarding **policies and procedures** that are in place to protect: • children • those who work with them 1.4 Explain the importance of keeping up to date on changes to legislation
2. Be able to act upon own responsibilities in relation to safeguarding and protection	2.1 Describe the impact legal requirements and guidance have on own role and responsibilities 2.2 Adhere to own responsibilities in relation to: • confidentiality of information • safeguarding • duty of care • promoting the welfare of children • reporting issues and concerns • accessing up to date policies, procedures and guidance 2.3 Explain how to minimise the risks to children and colleagues from: • social networking • internet use • buying and selling online • sexual exploitation 2.4 Support children to know how to protect themselves and others

		2.5	Support colleagues to know how to protect themselves
3. Understand indicators of potential or actual abuse or harm		3.1	Describe the different **types of abuse**
		3.2	Describe signs and symptoms of the different types of abuse
		3.3	Explain the importance of observing and monitoring children's behaviour for changes
		3.4	Describe how to raise awareness of suspected abuse
4. Understand how to respond to allegations that a child has been abused or harmed		4.1	Describe the actions which must be taken when there are concerns about harm, abuse or neglect in line with policies and procedures
		4.2	Explain why it is important to: • believe a child • remain non judgemental
		4.3	Describe the roles and responsibilities of the organisations that may be involved when a child has been abused or harmed

Additional information

Statutory and non-statutory guidance may include:

- Current legislation and guidance
- The United Nations Convention on the Rights of the Child
- Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2023)
- Children and Families Act (2014)
- Equality Act (2010)
- The Children Act (1989)
- The Children Act (2006)
- Local Safeguarding Partners (LSP)

Policies and procedures:

- Working in an open and transparent way
- Duty of care
- Physical contact
- Off site visits
- Sharing concerns and recording / reporting incidents
- Safeguarding children
- Listening to children and young people
- Whistleblowing
- Intimate personal care
- Photography and video
- Recognising when a child is in danger or at risk of abuse
- Actions to take in the event of a safeguarding incident

- E-safety

Types of abuse:

- Physical
- Sexual abuse
- Child sexual exploitation
- Modern slavery
- County lines
- Neglect
- Emotional
- Bullying
- Female genital mutilation
- Online abuse
- Grooming
- Domestic abuse

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

It is possible that the opportunity for the learner to provide performance evidence for particular skills criteria may not arise during the period of the qualification. In such cases, other evidence to demonstrate that the learner would be able to perform the skill if real work evidence is not available is permissible such as written or verbal evidence.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K2, K3, K4, S1

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	Supporting children through transitions and significant events
Unit Number	K/651/2007
Level	3
Credit Value	4
GLH	22

Unit Aim

This unit provides the knowledge, understanding and the competence required to support children going through transitions and significant events in their lives.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how **transitions and significant events** affect children's lives	1.1 Describe **theories** relating to transitions 1.2 Describe the impact transitions and significant events can have on children's lives 1.3 Explain the importance for children having stable relationships during periods of transition 1.4 Explain why it is important for children to develop resilience 1.5 Explain own setting's policies and procedures relating to transitions
2. Be able to prepare children for transitions and significant events	2.1 Support children to express their feelings, views and hopes in relation to forthcoming transitions and significant events 2.2 Use child centred approaches to support children in decision making 2.3 Encourage children and **others** to make positive choices in preparation for transitions and significant events
3. Be able to support children through transitions and significant events	3.1 Use a solution focused approach to encourage children to develop a positive outlook when experiencing transitions and significant events 3.2 Work with others to support children's wellbeing and resilience 3.3 Provide opportunities for children to explore the effects of transitions and significant events on their lives 3.4 Record concerns about a child's health or wellbeing following transitions and significant events 3.5 Explain why transitions should be gradual and at the child's individual pace 3.6 Support children through transitions

Additional information

Transitions and significant events:

- Moving to school
- Birth of a sibling
- Living outside of the home
- Loss of significant people
- Moving home
- Family breakdown
- Moving between settings and carers
- Starting and moving through day care
- Social events that impact their lives, such as COVID-19
- Adoption and care
- Adverse childhood experiences or trauma

Theories may include:

- Piaget
- Vygotsky
- Bredekamp

Others:

- Special education needs coordinator (SENCO)
- Early years teachers
- Teachers
- Family support workers
- Speech and language therapists
- Educational psychologist
- Counsellors
- Key person
- Early years professional
- Social workers
- Health visitors
- Dieticians
- Child psychiatrists

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

It is possible that the opportunity for the learner to provide performance evidence for particular skills criteria may not arise during the period of the qualification. In such cases, other evidence to demonstrate that the learner would be able to perform the skill if real work evidence is not available is permissible such as written or verbal evidence.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K21, S17

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Supporting children's development in communication, language, literacy and mathematics**
Unit Number	**L/651/2008**
Level	**3**
Credit Value	**5**
GLH	**26**

Unit Aim

This unit provides knowledge, understanding and the competence required to promote children's development. The unit also explores systematic synthetic phonics and strategies for developing early literacy and mathematics.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of communication and language in early years	1.1 Explain the importance of communication and language in early years 1.2 Describe the benefits of communication and language learning in early years 1.3 Describe ways to communicate with children at different stages of development

2. Be able to use approaches for children's development of early literacy and mathematics	2.1 Explain the systematic synthetic phonic approach
	2.2 Implement **strategies for developing early literacy and mathematics**
	2.3 Compare strategies for developing early literacy and mathematics
	2.4 Apply approaches that can be used to engage children in a group or as an individual within
	  • literacy and reading
	  • mathematics

3. Be able to support children's speech, language and communication development	3.1 Identify the communication development needs of children
	3.2 Implement early intervention criteria
	3.3 Facilitate play and activities to support:
	  • speech, language and communication development
	  • imagination and memory
	  • understanding and creativity
	3.4 Record approaches in an individual learning plan with intervention strategies meeting the needs of the children
	3.5 Describe the impact of activities on the development of children's speech, language and communication

	3.6 Explain how multi-agency teams work together to support children's development of speech, language and communication

Additional information

Strategies for developing early literacy and mathematics:

Literacy strategies:

- Language comprehension
- Word reading
- Reading
- Systematic phonics
- Conversations
- Imaginative play
- Language rich environment
- Writing transcription
- Writing composition

Mathematics strategies:
- Counting
- Spatial reasoning
- Shape, space and measure
- Patterns and relationships
- Cognitive development

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: S11

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	Supporting positive behaviour in children during early years
Unit Number	M/651/2009
Level	3
Credit Value	4
GLH	18

Unit Aim

This unit addresses the knowledge, skills and competence required to promote positive behaviours expected of children. The unit also explores how to support children to manage their own behaviour in relation to others.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the impact of positive behaviour	1.1 Explain the importance of role-modelling positive behaviours 1.2 Explain how own and others' behaviour can impact on children
2. Be able to support children to understand their behaviour	2.1 Identify **factors** leading to behavioural changes 2.2 Use observations to identify triggers that could lead to changes in behaviour 2.3 Support children to develop an understanding of the consequences of their behaviour 2.4 Respond consistently to incidences of inappropriate behaviour with positive approaches 2.5 Support children to understand risk 2.6 Support children to maintain their own and others' safety
3. Be able to promote positive behaviours of children	3.1 Promote the positive behaviour of children through role modelling 3.2 Use co-regulation to support children to manage their emotions 3.3 Support children to form positive attachments 3.4 Support children to develop self-regulation 3.5 Provide support to a child to help them meet behavioural goals and boundaries 3.6 Support children to develop a positive sense of their own identity and culture
Additional information	
Factors may include the impact of Covid-19.	
Assessment requirements	

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

It is possible that the opportunity for the learner to provide performance evidence for particular skills criteria may not arise during the period of the qualification. In such cases, other evidence to demonstrate that the learner would be able to perform the skill if real work evidence is not available is permissible such as written or verbal evidence.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: S4, S12, S13

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	Understanding child development
Unit Number	Y/651/2010
Level	3
Credit Value	4
GLH	20

Unit Aim

This unit provides learners with knowledge and understanding of how children from birth up to 7 years develop, including influences on their development. It also addresses the impact of these influences on the practitioner's role.

Learning outcome The learner will	Assessment criteria The learner can

1. Understand patterns of **children's development** from birth to age 7	1.1 Explain the expected patterns of children's development from birth to 5 years
	1.2 Explain the expected patterns of children's development from age 5 to 7 years
	1.3 Explain the stages and sequences of children's development from:
	   1. birth up to 3 years
	   2. 3-4 years
	   3. 4-5 years
	   4. 5-7 years
	1.4 Describe how co-regulation supports self-regulation

2. Understand **factors** that influence children's development	2.1 Describe factors that influence children's development
	2.2 Explain how children's learning and development can be affected by:
	   • their stage of development
	   • individual circumstances
	2.3 Explain how factors that influence children's development affect own practice

Additional information	

Children's development must include the following:

- Cognitive
- Literacy and numeracy
- Emotional
- Neurological and brain development
- Speech, language and communication development
- Physical
- Social

Factors:

- Health status (physical, mental and emotional)
- Sensory impairment
- Poverty and deprivation
- Personal choices
- Education
- Disability
- Learning difficulties
- Family environment and cultural background
- Looked after / care status

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K16, K23

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	Understanding theories and philosophical approaches to child development
Unit Number	A/651/2011
Level	3
Credit Value	3
GLH	12

Unit Aim

This unit provides learners with knowledge and understanding of how children develop and the theoretical perspectives underpinning development. The unit also covers attachment and its importance for young children.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how theories and philosophical approaches support children's learning and development	1.1 Explain **theories and philosophical approaches** to how children learn and develop 1.2 Explain how theories and philosophical approaches influence practice 1.3 Explain how to apply theories and philosophical approaches to support children's development
2. Understand the significance of positive attachment during a child's development	2.1 Explain **theories and research on attachment** 2.2 Explain the importance of attachment for children 2.3 Compare approaches for promoting positive attachments
Additional information	

Key theories and philosophical approaches that underpin how children learn and develop include:
- Cognitive theory – Piaget
- Humanist theory – Maslow
- Social learning theory – Bandura
- Social constructivist theory – Vygotsky
- Behaviourist theory - Skinner

Other **theories and philosophical approache**s may include:
- Skinner: Operant conditioning
- Chris Athey: Schema theory
- Urie Bronfenbrunner
- Howard Gardner
- Reggio Emilla: The hundred languages of children
- Montessori method: Learning through experience
- Forest Schools
- High Scope Curriculum: Active participatory learning

- Te Whariki
- Waldorf Education: Fostering creativity and imagination
- Dowling (2000): Emotional resilience
- Carol Dweck: Growth mindset
- Stephen Bavolek: Nurturing
- Pierre Bourdieu: Cultural capital
- Jerome Bruner: Children's thinking skills

The influence on practice of these **theories and philosophical approaches** may include:
- Natural Play
- Anna Ephgrave: "In the moment"
- Alistair Bryce Clegg
- Curiosity approach
- Progressive
- Tina Bruce: Learning through play/free-flow play.
- Julie Fisher: The role of the adult in supporting and extending children's learning

Key theories and research on attachment:
- John Bowlby's theory of attachment
- Maslow's Hierarchy of Needs – love and belonging

Other theories on attachment may include:
- Mary Ainsworth's research into the security of attachment (secure, resistant and avoidant)
- Main and Solomon's attachment style
- Harry Harlow's attachment theory
- Key Person Approach

Please note there are many earlier childhood pioneers whose theories and approaches might now be considered less relevant to current practice:
- Chomsky
- Freud: Psychoanalytical theory
- Erikson: Pyschosocial developmental theory
- Kohlberg
- Ivan Pavlov: Classical conditioning
- Information processing theory
- Erik Erikson
- Friedrich Froebel
- Margaret McMillan and Grace Owen

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K11, K22, K23, S8

Early Years Educator (level 3) criteria from 1 September 2024

Unit Title	**Working in partnership with parents and others in early years settings**
Unit Number	**D/651/2012**
Level	**3**
Credit Value	**5**
GLH	**21**

Unit Aim

This unit covers the importance of working in partnership with colleagues and other professionals and parents and/or carers. The unit also explores how the parent and/or carers are integral to children's early learning and development.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to work in partnership with colleagues and other professionals	1.1 Explain the **legislation, guidance, policies and procedures** relating to partnership working in early years settings 1.2 Explain the roles of **colleagues and others** involved in working in partnership 1.3 Explain the importance of working in partnership with colleagues and others to meet the needs of babies and children, enabling them to progress 1.4 Work in partnership with colleagues and others 1.5 Adhere to legislation and codes of practice in relation to confidentiality when working with colleagues and others 1.6 Reflect on actions taken and their outcomes
2. Be able to work in partnership with parents and/or carers	2.1 Describe how partnership working delivers better outcomes for children and families 2.2 Work in partnership with parents and/or carers to share information relating to children's needs and development 2.3 Explain how to overcome barriers to integrated working with parents and/or carers
3. Be able to encourage parents and/or carers to take an active role in the child's learning and development	3.1 Provide guidance to parents and/or carers to help them identify the valuable contributions they make to the child's: • health • wellbeing • learning • development • behaviour

		3.2	Provide settling in periods for children and parents/carers
		3.3	Describe the principles and values that underpin parental and/or carer involvement in a child's learning and development
4.	Be able to communicate in clear English	4.1	Communicate using clear and standard English in own work role
		4.2	Record information accurately, including correct • spelling • punctuation • grammar

Additional information

Legislation, guidance and policies and procedures:

- Current legislation and guidance
- Early Years Foundation Stage (EYFS)
- Sharing concerns and recording / reporting incidents
- Codes of practice
- Duty of care

Colleagues and others:
- Special educational needs coordinator (SENCO)
- Early years teachers
- Teachers
- Family support workers
- Speech and language therapists
- Educational psychologist
- Counsellors
- Key person
- Early years professional
- Social workers
- Health visitors
- Dieticians
- Child psychiatrists
- Parents and carers

Assessment requirements

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Relationship between the unit and relevant standards

Apprenticeship standard ST0135 v1.3: K8, K10, K12, K13, K14, S6

Early Years Educator (level 3) criteria from 1 September 2024

APPENDIX

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF Terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

Assessment Principles

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:
- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

Types of Assessor Qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning
- Sector (DTTLS) Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- 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 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal Verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of

assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.