



TQUK Level 2 Certificate in Understanding Common Illnesses Affecting Children RQF)

Qualification Specification

Qualification Number: 603/3884/2



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

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

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

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org.

Qualification specifications can be found also be found on our website www.tquk.org.

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

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

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

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 2 Certificate in Understanding Common Illnesses Affecting Children (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of common childhood illnesses to support job roles which involve the care of babies and young children in the age range 0-5 years.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level 1 in literacy and numeracy or equivalent.

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

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Award in Support Work in Schools

TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools

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

Level 2 Certificate in an Introduction to Early Years Education and Care

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

Structure

Learners must achieve 14 credits from 3 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of safe and healthy environments for babies and young children	R/617/3616	2	25	3
Understanding health emergencies and health conditions in early years settings	Y/617/3617	2	35	5
Policies and procedures relating to safe and healthy environments for babies and young children	D/617/3618	2	27	3
Knowledge of common childhood illnesses	H/617/3619	2	20	3

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 138 hours.

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 107.

Assessment

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

All learning outcomes assess knowledge and understanding and may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

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

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

Centre Recognition

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

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

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

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

Support from TQUK

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

Course Delivery

Pre-Course Information

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

Initial Assessment

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

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

Learner Registration

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

Trainer/Assessor Requirements

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

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

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

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

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

Internal Quality Assurer Requirements

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

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

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

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

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

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/>

NHS Health A-Z <https://www.nhs.uk/conditions/pregnancy-and-baby/infectious-illnesses-children/>

Public Health NI

http://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

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

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

Learning Aim Reference Service (LARS)

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

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

Title:		Principles of healthy and safe environments for babies and young children R/617/3616	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand different types of infection and how they spread	1.1	Define different types of infection, to include: <ul style="list-style-type: none"> - bacteria - viral - fungal
		1.2	Describe the conditions that bacteria need for growth
		1.3	Explain: <ul style="list-style-type: none"> - direct transmission of infection - indirect transmission of infection
2.	Understand how to minimise cross infection in early years settings	2.1	Describe factors that improve hygiene practice to include: <ul style="list-style-type: none"> - environment: heating, ventilation - personal hygiene - cleaning procedures
		2.2	Explain the importance of personal care to the prevention of infection to include: <ul style="list-style-type: none"> - hand-washing routines - hand-washing technique - supporting children to carry out care routines
		2.3	Describe how to reduce the spread of infection through the use of personal protective equipment
		2.4	Describe how to handle and dispose of waste

		2.5	Describe how to handle and dispose of body fluids
		2.6	Describe how to sterilise feeding equipment and prepare formula feeds for babies up to 12 months old

Title:		Understanding health emergencies and conditions in early years settings Y/617/3617	
Level:		2	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand and know how to deal with accidents that occur in early years settings	1.1	Describe the types of accidents that occur in early years settings
		1.2	Describe how the early years practitioner should deal with: <ul style="list-style-type: none"> - bruising of the head - minor burns or scalds - choking
2.	Be aware of the types of serious illness affecting babies and young children and the actions to take	2.1	Describe the causes, signs and symptoms of: <ul style="list-style-type: none"> - meningitis - septicaemia - seizures
		2.2	Describe action to take when the following are suspected: <ul style="list-style-type: none"> - meningitis - septicaemia - seizures
3.	Know when medical assistance is needed	3.1	Give examples of when medical assistance should be called
		3.2	List emergency situations that may occur in an early years setting
		3.3	Describe the role of the practitioner during emergency situations

4.	Understand how acute and chronic health conditions are managed in early years settings	4.1	Describe what is meant by: <ul style="list-style-type: none"> - acute health conditions - chronic health conditions
		4.2	Describe the role of the early years' practitioner, including limits of authority. when caring for babies and young children with: <ul style="list-style-type: none"> - asthma - diabetes - eczema - epilepsy
		4.3	Outline how to recognise and treat: <ul style="list-style-type: none"> - an asthma attack - hypoglycaemia
		4.4	Explain how independent healthcare by young children with acute or chronic health conditions can be supported by practitioners
		4.5	Explain the role of partnership with parents/carers and other professionals in the care of babies and young children with chronic health conditions
5.	Understand common allergies and food intolerances and their treatment	5.1	Describe common allergies and food intolerances in babies and young children
		5.2	Describe the common symptoms of allergic reactions
		5.3	Describe how to treat allergic reactions

Title:		Policies and procedures relating to safe and healthy environments for babies and young children D/617/3618	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how policies and procedures support the provision safe and healthy environments in early years settings	1.1	Outline how legislation supports the provision safe and healthy environments in early years settings
		1.2	Outline how policies and procedures relating to hygiene support the provision safe and healthy environments in early years settings
		1.3	Describe policies and procedures relating to the care babies and young children with known allergies
		1.4	Summarise the policy and procedures for recording healthcare treatment
2.	Know statutory guidance relating to health and safety in early year's settings	2.1	Summarise the statutory guidance relating to serious accidents
		2.2	Summarise the statutory guidance for notifiable diseases
		2.3	Explain how accidents in an early years setting are reported and recorded in line with statutory guidance
3.	Understand the importance of health initiatives for babies, young children and families	3.1	Describe how health initiatives can be promoted and implemented by working with others
		3.2	Describe health initiatives relevant to the care of babies and young children
		3.3	Describe ways in which parents and carers can be involved in health initiatives

4.	Understand the purpose of childhood immunisation	4.1	Explain purpose of childhood immunisations
4.2		Explain why parents may choose not to accept immunisation(s) available to a child	

Title:		Knowledge of common childhood illnesses H/617/3619	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know how to recognise signs of illness in a baby or young child	1.1	Describe the signs that a baby or child is unwell
		1.2	List symptoms of common childhood illnesses
		1.3	State the cause of each common childhood illness
2.	Understand how to provide support and care for a baby or young child who is unwell	2.1	Describe where to obtain information and support relating to common childhood illnesses
		2.2	Outline the needs of a child who is feeling unwell
		2.3	Describe how an early years' practitioner can meet the needs of a baby or young child who is unwell
		2.4	Describe treatments for common childhood illnesses
		2.5	Describe the causes of nappy rash and how to treat it