

Qualification Specification

601/6200/4

iCQ Level 4 Certificate in Education and Training (RQF)



Qualification Details

Title : iCQ Level 4 Certificate in Education and Training (RQF)
Awarding Organisation : [iCan Qualifications Limited](#)
Fees Price List Url : <https://icanqualify.net>
Qualification Type : RQF
Qualification Sub Type : None
Qualification Level : Level 4
Qualification Sub Level : None
EQF Level : Level 5
Regulation Start Date : 19-May-2015
Operational Start Date : 01-Jun-2015
Offered In England : Yes
Offered In Wales : Yes
Offered In Northern Ireland : Yes
Assessment Language In English : Yes
Assessment Language In Welsh : No
Assessment Language In Irish : No
SSA : 13.1 Teaching and Lecturing
Purpose : C. Prepare for employment
Sub Purpose : C2. Prepare for employment in a specific occupational area
Total Credits : 36
Min Credits at/above Level : 21
Minimum Guided Learning Hours : 140
Maximum Guided Learning Hours : 195
Diploma Guided Learning Hours : 0
Barring Classification Code : ZZZZ
Overall Grading Type : Pass
Assessment Methods : E-assessment, Portfolio of Evidence, Practical Demonstration/Assignment, Task-based Controlled Assessment
Structure Requirements : To achieve this qualification, learners must attain at least 36 credits. Learners must attain 21 credits by achieving the mandatory units contained in Group A and at least 15 credits from the units contained in the optional Group B. At least 21 credits must be at Level 4 or above.
Age Ranges : Pre-16 : No; 16-18 : No; 18+ : No; 19+ : Yes
Qualification Objective : The qualification is for those who work, or want to work as teachers or trainers in the further education and skills sector and who wish to further their understanding of this role

Qualification Specification

601/6200/4

iCQ Level 4 Certificate in Education and Training (RQF)



Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Overarching Group	Yes	0	2	0	36	0
A) Group A - Mandatory Units	Yes	5	5	0	21	0
B) Group B - Optional Units	Yes	28	0	0	15	0

Group A Group A - Mandatory Units

URN	Title	Level	GLH	Credit
A/505/1189	Planning to meet the needs of learners in education and training	4	15	3
F/505/0125	Assessing learners in education and training	4	24	6
H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	12	3
L/505/0127	Using resources for education and training	4	15	3
M/505/0122	Delivering education and training	4	24	6

Group B Group B - Optional Units

URN	Title	Level	GLH	Credit
A/601/5321	Internally assure the quality of assessment	4	45	6
D/502/9556	Engage with employers to facilitate workforce development	4	30	6
D/505/1105	Working with the 14-19 age range in education and training	4	30	9
F/502/9551	Engage learners in the learning and development process	3	30	6
F/505/0187	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	30	6
F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	45	6
H/502/9543	Identify the learning needs of organisations	4	30	6
H/505/1090	Developing, using and organising resources in a specialist area	5	50	15
H/601/5314	Assess occupational competence in the work environment	3	30	6
J/505/0188	Preparing for the coaching role	4	15	3
J/505/0756	Action learning for teaching in a specialist area of disability	5	40	15
J/505/1096	Teaching in a specialist area	4	50	15
K/503/5814	Using study skills approaches and techniques to enhance the learning of others	4	25	6
K/505/1091	Evaluating learning programmes	4	15	3
L/503/5384	Inclusive practice	4	50	15
L/505/0189	Preparing for the mentoring role	4	15	3
M/502/9545	Develop learning and development programmes	4	30	6
M/503/5376	Action learning to support development of subject specific pedagogy	5	50	15
M/505/1089	Delivering employability skills	4	20	6
R/503/5385	Working with individual learners	4	50	15
R/504/0229	Specialist delivery techniques and activities	4	30	9
T/503/5380	Action research	5	50	15
T/505/1093	Preparing for the personal tutoring role	4	15	3
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	45	6
Y/502/9555	Engage with employers to develop and support learning provision	3	25	6
Y/503/5310	Effective partnership working in the learning and teaching context	4	50	15
Y/503/5789	Equality and diversity	4	25	6
Y/505/1099	Understanding and managing behaviours in a learning environment	4	20	6

Unit Specification

A/505/1189

Planning to meet the needs of learners in education and training



Qualification Framework: RQF

Title: Planning to meet the needs of learners in education and training

Unit Level: Level 4

Unit Sub Level: None

Guided Learning Hours: 15

Unit Credit Value: 3

SSAs: 13.1 Teaching and Lecturing

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: A/505/1189 : Planning to meet the needs of learners in education and training	
Be able to use initial and diagnostic assessment to agree individual learning goals with learners	
Assessment Criterion - The learner can:	
01.01	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
01.02	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners
01.03	Record learners individual learning goals
Be able to plan inclusive teaching and learning in accordance with internal and external requirements	
02.01	Devise a scheme of work in accordance with internal and external requirements
02.02	Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements
02.03	Explain how own planning meets the individual needs of learners
02.04	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
02.05	Identify opportunities for learners to provide feedback to inform inclusive practice
Be able to implement the minimum core in planning inclusive teaching and learning	
03.01	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning
03.02	Apply minimum core elements in planning inclusive teaching and learning
Be able to evaluate own practice when planning inclusive teaching and learning	
04.01	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
04.02	Identify areas for improvement in own planning to meet the individual needs of learners

Unit Specification
F/505/0125
 Assessing learners in education and training



Qualification Framework : RQF

Title : Assessing learners in education and training

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 24

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standards of practice.

Unit: F/505/0125 : Assessing learners in education and training	
Be able to use types and methods of assessment to meet the needs of individual learners	
Assessment Criterion - The learner can:	
01.01	Explain the purposes of types of assessment used in education and training
01.02	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
01.03	Use types and methods of assessment to meet the individual needs of learners
01.04	Use peer- and self-assessment to promote learners involvement and personal responsibility in the assessment for, and of, their learning
01.05	Use questioning and feedback to contribute to the assessment process
Be able to carry out assessments in accordance with internal and external requirements	
02.01	Identify the internal and external assessment requirements and related procedures of learning programmes
02.02	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
02.03	Conduct assessments in line with internal and external requirements
02.04	Record the outcomes of assessments to meet internal and external requirements
02.05	Communicate assessment information to other professionals with an interest in learner achievement
Be able to implement the minimum core when assessing learners	
03.01	Analyse ways in which minimum core elements can be demonstrated in assessing learners
03.02	Apply minimum core elements in assessing learners
Be able to evaluate own assessment practice	
04.01	Review the effectiveness of own assessment practice, taking account of the views of learners and others
04.02	Identify areas for improvement in own assessment practice

Unit Specification

H/505/0053

Understanding roles, responsibilities and relationships in education and training



Qualification Framework: RQF

Title : Understanding roles, responsibilities and relationships in education and training

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 12

Unit Credit Value : 3

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: H/505/0053 : Understanding roles, responsibilities and relationships in education and training	
Understand the teaching role and responsibilities in education and training	
Assessment Criterion - The learner can:	
01.01	Explain the teaching role and responsibilities in education and training
01.02	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
01.03	Explain ways to promote equality and value diversity
01.04	Explain why it is important to identify and meet individual learner needs
Understand ways to maintain a safe and supportive learning environment	
02.01	Explain ways to maintain a safe and supportive learning environment
02.02	Explain why it is important to promote appropriate behaviour and respect for others
Understand the relationships between teachers and other professionals in education and training	
03.01	Explain how the teaching role involves working with other professionals
03.02	Explain the boundaries between the teaching role and other professional roles
03.03	Describe points of referral to meet the individual needs of learners

Unit Specification
L/505/0127
 Using resources for education and training



Qualification Framework : RQF

Title : Using resources for education and training

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 3

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.

Unit: L/505/0127 : Using resources for education and training	
Be able to use resources in the delivery of inclusive teaching and learning	
Assessment Criterion - The learner can:	
01.01	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
01.02	Use resources to promote equality, value diversity and meet the individual needs of learners
01.03	Adapt resources to meet the individual needs of learners
Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	
02.01	Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning
02.02	Apply minimum core elements when using resources for inclusive teaching and learning
Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	
03.01	Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others
03.02	Identify areas for improvement in own use of resources to meet the individual needs of learners

Unit Specification
M/505/0122
 Delivering education and training



Qualification Framework : RQF
 Title : Delivering education and training
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 24
 Unit Credit Value : 6
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 The learning outcomes must be assessed in a teaching and learning environment.
 Simulation is not permitted.
 There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.

Unit: M/505/0122 : Delivering education and training	
Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	
Assessment Criterion - The learner can:	
01.01	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
01.02	Create an inclusive teaching and learning environment
01.03	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
Be able to communicate with learners and other learning professionals to promote learning and progression	
02.01	Analyse benefits and limitations of communication methods and media used in own area of specialism
02.02	Use communication methods and media to meet individual learner needs
02.03	Communicate with other learning professionals to meet individual learner needs and encourage progression
Be able to use technologies in delivering inclusive teaching and learning	
03.01	Analyse benefits and limitations of technologies used in own area of specialism
03.02	Use technologies to enhance teaching and meet individual learner needs
Be able to implement the minimum core when delivering inclusive teaching and learning	
04.01	Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning
04.02	Apply minimum core elements in delivering inclusive teaching and learning
Be able to evaluate own practice in delivering inclusive teaching and learning	
05.01	Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others
05.02	Identify areas for improvement in own practice in meeting the individual needs of learners

Unit Specification
A/601/5321
 Internally assure the quality of assessment



Qualification Framework : RQF

Title : Internally assure the quality of assessment

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 45

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:

- observation of performance
- examining products of work

- questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations are not allowed.

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:

- observation of performance
- examining products of work

- questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations are not allowed.

Unit: A/601/5321 : Internally assure the quality of assessment

Be able to plan the internal quality assurance of assessment

Assessment Criterion - The learner can:

01.01 Plan monitoring activities according to the requirements of own role

01.02 Make arrangements for internal monitoring activities to assure quality

Be able to internally evaluate the quality of assessment

02.01 Carry out internal monitoring activities to quality requirements

02.02 Evaluate assessor expertise and competence in relation to the requirements of their role

02.03 Evaluate the planning and preparation of assessment processes

02.04 Determine whether assessment methods are safe, fair, valid and reliable

02.05 Determine whether assessment decisions are made using the specified criteria

02.06 Compare assessor decisions to ensure they are consistent

Be able to internally maintain and improve the quality of assessment

03.01 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment

03.02 Apply procedures to standardise assessment practices and outcomes

Be able to manage information relevant to the internal quality assurance of assessment

04.01 Apply procedures for recording, storing and reporting information relating to internal quality assurance

04.02 Follow procedures to maintain confidentiality of internal quality assurance information

Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

05.01 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare

05.02 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance

05.03 Critically reflect on own practice in internally assuring the quality of assessment

05.04 Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Unit Specification
D/502/9556

Engage with employers to facilitate workforce development



Qualification Framework : RQF

Title : Engage with employers to facilitate workforce development

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 30

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

This unit assesses occupational competence. Evidence for learning outcomes 5-6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit: D/502/9556 : Engage with employers to facilitate workforce development	
Understand the opportunities available for workforce development	
Assessment Criterion - The learner can:	
01.01	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
01.02	Explain what constitutes workforce development in a business context
01.03	Explain the funding opportunities available for workforce development
Understand how to engage with employers to promote workforce development	
02.01	Analyse information about individual employers and employment sectors, locally and nationally
02.02	Explain how to gauge employers level of interest in workforce development opportunities
02.03	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
Understand how to design learning and development opportunities in the workplace	
03.01	Analyse what motivates employees to undertake learning and development in the workplace
03.02	Explain the key factors to be considered when designing learning and development solutions for employers and employees
03.03	Critically compare learning and development programmes which already exist with newly developed opportunities
Understand how to facilitate learning and development opportunities in the workplace	
04.01	Identify the sources of support and resources that are available from stakeholders
04.02	Explain how employees might overcome obstacles when engaging with learning and development
04.03	Explain how to select, support and monitor staff delivering learning and development solutions
04.04	Evaluate the impact of workforce development opportunities on: employees businesses
Be able to engage with employers on workforce development issues	
05.01	Research information about the business needs of employers in relation to productivity and performance
05.02	Report to employers employee development needs in a professional manner
Be able to work with employers to facilitate workforce development solutions	
06.01	Prepare information and advice for the employer on solutions relevant to their business
06.02	Review employer workforce development needs using methods relevant to the nature of the business and its employees
06.03	Propose solutions that recognise the needs of the workforce
06.04	Implement processes to develop and support the workforce within a business partnership with the employer
06.05	Provide ongoing evaluation of workforce development for the purposes of quality improvement
06.06	Work with the employer to measure the impact of workforce development on their business

Unit Specification
D/505/1105
 Working with the 14-19 age range in education and training



Qualification Framework : RQF
 Title : Working with the 14-19 age range in education and training
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 30
 Unit Credit Value : 9
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 The learning outcomes must be assessed in a teaching and learning environment.
 Simulation is not permitted.
 There is a requirement to observe and assess practice in this unit.

Unit: D/505/1105 : Working with the 14-19 age range in education and training	
Understand national developments in educational provision for the 14-19 age range	
Assessment Criterion - The learner can:	
01.01	Explain national policies and initiatives for the education of the 14-19 age range
01.02	Analyse the relationship between schools and other providers of learning for the 14-19 age range
Understand roles and responsibilities of teachers working with the 14-19 age range	
02.01	Describe the legal framework and key legislation relating to teachers working with the 14-19 age range
02.02	Analyse own role and responsibilities in relation to working with the 14-19 age range
02.03	Evaluate impact on own practice of legislation relating to working with the 14-19 age range
Be able to plan learning to meet the needs of individual 14-19 learners	
03.01	Analyse teaching, learning and assessment approaches for use with 14-19 learners
03.02	Plan learning sessions for 14-19 learners, taking account of: own analysis of teaching, learning and assessment approaches for use with 14-19 learners; curriculum requirements; and individual learner needs
Be able to deliver learning to meet the needs of individual 14-19 learners	
04.01	Use teaching and learning approaches that take account of: own analysis of teaching and learning approaches for use with 14-19 learners; curriculum requirements; and individual needs of 14-19 learners.
04.02	Use assessment methods that take account of: own analysis of assessment approaches for use with 14-19 learners; curriculum requirements; and individual needs of 14-19 learners
Be able to evaluate own practice in working with the 14-19 age range	
05.01	Evaluate own practice in working with 14-19 learners
05.02	Identify areas for improvement in own practice in working with 14-19 learners

Unit Specification
F/502/9551
 Engage learners in the learning and development process



Qualification Framework : RQF
 Title : Engage learners in the learning and development process
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 30
 Unit Credit Value : 6
 SSAs : 13.2 Direct Learning Support
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.

Unit: F/502/9551 : Engage learners in the learning and development process	
Understand principles and purpose of engaging learners in learning and development	
Assessment Criterion - The learner can:	
01.01	Explain principles of learner engagement in the learning and development process
01.02	Evaluate the processes and activities used to engage learners in learning and development
01.03	Explain information and advice learners need for learning and development
01.04	Analyse learner motivation for learning and development
01.05	Analyse ways to overcome barriers to learning and development faced by learners
01.06	Explain methods of engaging learners in their own progress review of learning
Understand the role of mentoring in facilitating learning	
02.01	Explain how mentoring can engage and motivate learners
02.02	Summarise the role and characteristics of a mentor
02.03	Analyse mentoring relationships that engage and motivate learners
Be able to assist and engage the learner in the learning and development process	
03.01	Demonstrate working relationships with learners to motivate learning
03.02	Provide assistance to learners to encourage them to take responsibility for their own learning and development
03.03	Provide learners with the information and advice to engage in learning and development that meets their needs
Be able to assist the learner in reviewing their own progress	
04.01	Establish opportunities to review progress with learners
04.02	Provide learners with constructive feedback on their learning and development
04.03	Enable learners to give feedback on their learning experience
04.04	Analyse progress and achievement with learners
04.05	Assist learners to in adapting learning and development plans to reflect future learning needs

Unit Specification

F/505/0187

Assessment and support for the recognition of prior learning through the accreditation of learning outcomes



Qualification Framework : RQF

Title : Assessment and support for the recognition of prior learning through the accreditation of learning outcomes

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 30

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit.

Unit: F/505/0187 : Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	
Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders	
Assessment Criterion - The learner can:	
01.01	Describe models of recognition to learners, assessors and other relevant stakeholders
01.02	Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning
01.03	Explain the relevant processes, procedures and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders
Understand how to provide guidance for learners	
02.01	Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders
02.02	Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right
Be able to support learners to recognise prior learning and achievement	
03.01	Provide guidance for learners in choosing target qualifications that include their prior learning
03.02	Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners target unit(s)
03.03	Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target unit(s)
Be able to assess evidence presented by learners	
04.01	Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance
04.02	Judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s)
04.03	Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s), identifying the additional evidence required
04.04	Maintain records for assessment and verification purposes
Be able to evaluate and improve practice	
05.01	Evaluate own, learner and the assessment team experiences of applying the recognition process
05.02	Identify improvements to practice

Unit Specification

F/601/5322

Understanding the principles and practices of externally assuring the quality of assessment



Qualification Framework : RQF

Title : Understanding the principles and practices of externally assuring the quality of assessment

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 45

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: F/601/5322 : Understanding the principles and practices of externally assuring the quality of assessment	
Understand the context and principles of external quality assurance	
Assessment Criterion - The learner can:	
01.01	Analyse the functions of external quality assurance of assessment in learning and development
01.02	Evaluate the key concepts and principles of external quality assurance of assessment
01.03	Evaluate the roles of practitioners involved in the quality assurance process
01.04	Explain the regulations and requirements for external and internal quality assurance in own area of practice
Understand how to plan the external quality assurance of assessment	
02.01	Evaluate the importance of planning and preparing external quality assurance activities
02.02	Explain what an external quality assurance plan should contain
02.03	Summarise the preparations that need to be made for external quality assurance activities, including: information collection communications administrative arrangements resources
02.04	Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
Understand how to externally evaluate the quality of assessment and internal quality assurance	
03.01	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
03.02	Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
03.03	Evaluate different techniques for externally sampling evidence of assessment, including those that use technology
Understand how to externally maintain and improve the quality of assessment	
04.01	Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
04.02	Evaluate standardisation requirements relevant to the external quality assurance of assessment
04.03	Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
04.04	Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
Understand how to manage information relevant to external quality assurance	
05.01	Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
Understand the legal and good practice requirements relating to external quality assurance	
06.01	Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
06.02	Critically compare different ways in which technology can contribute to external quality assurance
06.03	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
06.04	Explain the value of reflective practice and continuing professional development in relation to external quality assurance

Unit Specification
H/502/9543
 Identify the learning needs of organisations



Qualification Framework : RQF
 Title : Identify the learning needs of organisations
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 30
 Unit Credit Value : 6
 SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 This unit assesses occupational competence. Evidence for learning outcomes 2-3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes

Unit: H/502/9543 : Identify the learning needs of organisations	
Understand the principles and practices of learning needs analysis for organisations	
Assessment Criterion - The learner can:	
01.01	Explain the principles and practice of learning needs analysis for organisations
01.02	Analyse the factors that can influence the identification of organisational learning needs
01.03	Explain why it is important to gain the support and commitment of relevant people
01.04	Review the methodologies required for a learning needs analysis
Be able to conduct learning needs analysis for the organisation	
02.01	Confirm the purpose and aims of learning needs analysis with relevant people
02.02	Select the organisational learning needs analysis methodology
02.03	Apply the organisational learning needs analysis methodology
02.04	Analyse the learning needs of the organisation
02.05	Review methods of communicating findings from learning needs analysis to relevant people in organisations
Be able to agree organisational learning and development plans with relevant people	
03.01	Present recommendations for learning and development to relevant people
03.02	Review and revise priorities with relevant people

Unit Specification
H/505/1090
 Developing, using and organising resources in a specialist area



Qualification Framework: RQF
 Title : Developing, using and organising resources in a specialist area
 Unit Level : Level 5
 Unit Sub Level : None
 Guided Learning Hours : 50
 Unit Credit Value : 15
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: H/505/1090 : Developing, using and organising resources in a specialist area	
Understand the purpose and use of resources in own specialist area	
Assessment Criterion - The learner can:	
01.01	Explain the purpose of resources in teaching and learning
01.02	Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs
Be able to develop and use inclusive resources in own specialist area	
02.01	Analyse principles of resource design
02.02	Evaluate sources that inform resource development in own specialist area
02.03	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
02.04	Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area
02.05	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
02.06	Employ resources to engage and meet the individual needs of learners in own specialist area
Understand how to organise and enable access to resources	
03.01	Explain ways in which resources can be classified and stored
03.02	Review ways of sharing resources with other learning professionals
Understand legal requirements and responsibilities relating to the development and use of resources	
04.01	Review legal requirements and responsibilities relating to the development and use of resources
04.02	Analyse the implications of intellectual property rights and copyright for the development and use of resources
Be able to evaluate own practice in relation to development and use of resources in own specialist area	
05.01	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
05.02	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
05.03	Plan opportunities to improve own skills in development and use of resources in own specialist area

Unit Specification
H/601/5314

Assess occupational competence in the work environment



Qualification Framework : RQF

Title : Assess occupational competence in the work environment

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 30

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner
 Simulations are not allowed.
 Other forms of evidence will be acceptable for the remaining assessment methods:
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

Unit: H/601/5314 : Assess occupational competence in the work environment	
Be able to plan the assessment of occupational competence	
Assessment Criterion - The learner can:	
01.01	Plan assessment of occupational competence based on the following methods: observation of performance in the work environment examining products of work questioning the learner discussing with the learner use of others (witness testimony) looking at learner statements recognising prior learning
01.02	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
01.03	Plan the assessment of occupational competence to address learner needs and current achievements
01.04	Identify opportunities for holistic assessment
Be able to make assessment decisions about occupational competence	
02.01	Use valid, fair and reliable assessment methods including: observation of performance examining products of work questioning the learner discussing with the learner use of others (witness testimony) looking at learner statements recognising prior learning
02.02	Make assessment decisions of occupational competence against specified criteria
02.03	Follow standardisation procedures
02.04	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
Be able to provide required information following the assessment of occupational competence	
03.01	Maintain records of the assessment of occupational competence, its outcomes and learner progress
03.02	Make assessment information available to authorised colleagues
03.03	Follow procedures to maintain the confidentiality of assessment information
Be able to maintain legal and good practice requirements when assessing occupational competence	
04.01	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
04.02	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
04.03	Evaluate own work in carrying out assessments of occupational competence
04.04	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Unit Specification
J/505/0188
 Preparing for the coaching role



Qualification Framework: RQF
 Title: Preparing for the coaching role
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 15
 Unit Credit Value: 3
 SSAs: 13.1 Teaching and Lecturing
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: J/505/0188 : Preparing for the coaching role	
Understand own role and responsibilities in relation to coaching	
Assessment Criterion - The learner can:	
01.01	Analyse the skills and qualities required for a specific coaching role
01.02	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
01.03	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
01.04	Explain the importance of acting according to ethical and professional standards in a coaching relationship
01.05	Analyse ways of building a relationship with a client in a coaching role
Understand the use of coaching in a specific context	
02.01	Analyse the benefits of coaching in a specific context
02.02	Analyse the impact of coaching on individual learning and development
02.03	Explain legal and organisational requirements in a specific context relating to: data protection; privacy; confidentiality; and safeguarding and disclosure
02.04	Identify sources of support to deal with issues which are outside of own expertise or authority
02.05	Explain what constitutes a safe and comfortable environment for a coaching session
Understand how to identify client goals and outcomes	
03.01	Analyse ways of identifying and agreeing outcomes and goals with clients
03.02	Explain the role of a coaching agreement
03.03	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
03.04	Analyse client responsibility and autonomy for making changes

Unit Specification
J/505/0756
 Action learning for teaching in a specialist area of disability



Qualification Framework: RQF
 Title : Action learning for teaching in a specialist area of disability
 Unit Level : Level 5
 Unit Sub Level : None
 Guided Learning Hours : 40
 Unit Credit Value : 15
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: J/505/0756 : Action learning for teaching in a specialist area of disability	
Understand the impact of a specific impairment on teaching and learning	
Assessment Criterion - The learner can:	
01.01	Analyse a specific impairment and the related support needs of disabled learners
01.02	Explain ways of adjusting practice for learners with a specific impairment
01.03	Evaluate specific support within an organisation for learners with a specific impairment
Understand how to investigate effective practice in a specialist area of disability	
02.01	Analyse ways to include disabled learners in an investigation
02.02	Explain ethical considerations when involving disabled learners
02.03	Evaluate a range of action learning research methods
Be able to investigate practice in a specialist area of disability	
03.01	Develop a focus for investigation
03.02	Design and implement an action plan to support the investigation
03.03	Evaluate the practice of other teachers in your area of interest
03.04	Report the findings of the investigation
03.05	Analyse ways in which findings from an investigation can be used to develop own professional practice

Unit Specification
J/505/1096
 Teaching in a specialist area



Qualification Framework: RQF
 Title: Teaching in a specialist area
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 50
 Unit Credit Value: 15
 SSAs: 13.1 Teaching and Lecturing
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: J/505/1096 : Teaching in a specialist area	
Understand the aims and philosophy of education and training in a specialist area	
Assessment Criterion - The learner can:	
01.01	Explain key aims of education and training in own specialist area
01.02	Analyse philosophical issues relating to education and training in own specialist area
Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	
02.01	Describe the aims and structure of key qualifications in own specialist area
02.02	Describe the aims and structure of learning programmes in own specialist area
02.03	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	
03.01	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
03.02	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
Understand how to use resources for inclusive teaching and learning in a specialist area	
04.01	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
04.02	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
Be able to work with others within a specialist area to develop own practice	
05.01	Liaise with others within a specialist area to develop own practice
05.02	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
Be able to evaluate, improve and update own knowledge and skills in a specialist area	
06.01	Review the effectiveness of own knowledge and skills in a specialist area
06.02	Identify own strengths and areas for improvement in relation to practice in a specialist area
06.03	Identify opportunities to improve and update own knowledge and skills in a specialist area

Unit Specification
K/503/5814

Using study skills approaches and techniques to enhance the learning of others



Qualification Framework : RQF

Title : Using study skills approaches and techniques to enhance the learning of others

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 25

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: K/503/5814 : Using study skills approaches and techniques to enhance the learning of others	
Understand how to use study skills approaches and techniques to enhance the learning of others	
Assessment Criterion - The learner can:	
01.01	Evaluate approaches to developing learners study skills
01.02	Identify study skills techniques which can be used to enhance the learning of others
01.03	Explain how study skills techniques can be used to enhance the learning of others
01.04	Justify own selection of study skills approaches and techniques to enhance the learning of others
Be able to enable learners to use study skills to enhance their learning	
02.01	Assist learners to identify how they currently use study skills to enhance their learning
02.02	Assist learners to identify ways to further develop their study skills to enhance their learning
02.03	Create opportunities for learners to develop and use study skills to enhance their learning
02.04	Explain ways in which specific opportunities to use study skills have enhanced the learning of individual learners
Be able to evaluate own practice in the use of study skills approaches and techniques to enhance the learning of others	
03.01	Review own practice in the use of study skills approaches and techniques to enhance the learning of others
03.02	Identify own strengths and areas for improvement in the use of study skills approaches and techniques to enhance the learning of others
03.03	Plan opportunities to improve own use of study skills approaches and techniques to enhance the learning of others

Unit Specification
K/505/1091
 Evaluating learning programmes



Qualification Framework: RQF
 Title : Evaluating learning programmes
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 15
 Unit Credit Value : 3
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: K/505/1091 : Evaluating learning programmes	
Understand the principles and methods of evaluating learning programmes	
Assessment Criterion - The learner can:	
01.01	Analyse the principles of evaluating learning
01.02	Explain how principles of evaluating learning can be applied to the evaluation of learning programmes
01.03	Analyse methods used for evaluating the effectiveness of learning programmes
01.04	Analyse methods of data collection and analysis used to evaluate learning programmes
Be able to plan the evaluation of a learning programme	
02.01	Develop a framework for the evaluation of a learning programme
02.02	Devise objectives in order to achieve evaluation aims
02.03	Select methods for evaluating the effectiveness of a learning programme
02.04	Select methods for collecting data to evaluate the effectiveness of a learning programme
Be able to evaluate the effectiveness of a learning programme	
03.01	Apply selected methods to evaluate the effectiveness of a learning programme
03.02	Apply selected methods to collect data to evaluate the effectiveness of a learning programme
03.03	Analyse data collected to evaluate the effectiveness of a learning programme
03.04	Apply relevant guidelines and legislation relevant to data collection and analysis
03.05	Present analysis of evaluation results
03.06	Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme

Unit Specification
L/503/5384
 Inclusive practice



Qualification Framework: RQF
 Title: Inclusive practice
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 50
 Unit Credit Value: 15
 SSAs: 13.1 Teaching and Lecturing
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: L/503/5384 : Inclusive practice	
Understand factors which influence learning	
Assessment Criterion - The learner can:	
01.01	Review the impact of personal, social and cultural factors on learning
01.02	Review the impact of different cognitive, physical, and sensory abilities on learning
Understand the impact of policy and regulatory frameworks on inclusive practice	
02.01	Summarise policy and regulatory frameworks relating to inclusive practice
02.02	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice
02.03	Explain how policy and regulatory frameworks influence own inclusive practice
Understand roles and responsibilities relating to inclusive practice	
03.01	Summarise own role and responsibilities relating to inclusive practice
03.02	Explain the relationship between own role and the roles of other professionals involved in inclusive practice
03.03	Identify points of referral available to meet individual learning needs
Understand how to create and maintain an inclusive learning environment	
04.01	Review key features and benefits of an inclusive learning environment
04.02	Analyse ways to promote equality and value diversity
04.03	Analyse ways to promote inclusion
04.04	Review strategies for effective liaison between professionals involved in inclusive practice
Understand how to evaluate own inclusive practice	
05.01	Review the effectiveness of own inclusive practice
05.02	Identify own strengths and areas for improvement in relation to inclusive practice
05.03	Plan opportunities to improve own skills in inclusive practice

Unit Specification
L/505/0189
 Preparing for the mentoring role



Qualification Framework: RQF
 Title: Preparing for the mentoring role
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 15
 Unit Credit Value: 3
 SSAs: 13.1 Teaching and Lecturing
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: L/505/0189 : Preparing for the mentoring role	
Understand own role and responsibilities in relation to mentoring	
Assessment Criterion - The learner can:	
01.01	Analyse the skills and qualities required for a specific mentoring role
01.02	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
01.03	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
01.04	Explain the importance of acting according to ethical and professional standards in a mentoring relationship
01.05	Analyse ways of building a relationship with a client in a mentoring role
Understand the use of mentoring in a specific context	
02.01	Analyse the benefits of mentoring in a specific context
02.02	Analyse the impact of mentoring on individual learning and development
02.03	Explain legal and organisational requirements in a specific context relating to: data protection; privacy; confidentiality; and safeguarding and disclosure
02.04	Identify sources of support to deal with issues which are outside of own expertise or authority
02.05	Explain what constitutes a safe and comfortable environment for a mentoring session
Understand how to identify client goals and outcomes	
03.01	Analyse ways of identifying and agreeing outcomes and goals with clients
03.02	Explain the role of a mentoring agreement
03.03	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
03.04	Analyse client responsibility and autonomy for making changes

Unit Specification
M/502/9545
 Develop learning and development programmes



Qualification Framework : RQF
 Title : Develop learning and development programmes
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 30
 Unit Credit Value : 6
 SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcomes.

Unit: M/502/9545 : Develop learning and development programmes	
Understand the principles underpinning the development of learning and development programmes	
Assessment Criterion - The learner can:	
01.01	Explain the objectives of learning and development programmes
01.02	Evaluate the factors of learning and development that impact on: development delivery assessment and accreditation
01.03	Explain the importance of learner involvement when developing learning and development programmes
01.04	Evaluate the risks that need to be managed when developing learning and development programmes
01.05	Compare methodologies to monitor and evaluate learning and development programmes
Be able to develop learning and development programmes	
02.01	Identify the learning outcomes required for learning and development programmes
02.02	Develop a plan for a learning and development programme
02.03	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
02.04	Produce resources for learning and development programmes
Be able to review learning and development programmes	
03.01	Evaluate the learning outcomes of a learning and development programme
03.02	Evaluate the delivery and assessment of a learning and development programme
03.03	Identify areas for improvement for learning and development programmes

Unit Specification

M/503/5376

Action learning to support development of subject specific pedagogy



Qualification Framework: RQF

Title: Action learning to support development of subject specific pedagogy

Unit Level: Level 5

Unit Sub Level: None

Guided Learning Hours: 50

Unit Credit Value: 15

SSAs: 13.1 Teaching and Lecturing

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: M/503/5376 : Action learning to support development of subject specific pedagogy	
Understand how to identify an area of interest related to practice in own subject specific area	
Assessment Criterion - The learner can:	
01.01	Justify own selection of an area of interest for investigation
01.02	Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy
Be able to investigate current good practice in own subject specific area	
02.01	Justify own selection of sources for investigation
02.02	Critically review current literature relating to practice in own subject specific area
02.03	Evaluate the practice of other subject specialists in own subject specific area
Be able to work with others to improve own skills in reflective practice	
03.01	Engage in professional debate within an action learning set
03.02	Engage in reflection on practice with peers
Be able to evaluate own practice in a subject specific area	
04.01	Identify own strengths and areas for improvement in relation to a selected area of interest
04.02	Evaluate the potential impact on own practice of new learning from investigation of an area of interest
Be able to apply learning from investigation of an area of interest to own practice in a subject specific area	
05.01	Justify selected areas for development based on findings from investigation of an area of interest
05.02	Evaluate the benefits of changes made to own practice
Be able to present findings from investigation of an area of interest in own subject specific area	
06.01	Report own findings from investigation of an area of practice
06.02	Justify own conclusions drawn from investigation of an area of practice
06.03	Justify own recommendations for improving practice within subject specific pedagogy

Unit Specification
M/505/1089
 Delivering employability skills



Qualification Framework : RQF
 Title : Delivering employability skills
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 20
 Unit Credit Value : 6
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 The learning outcomes must be assessed in a teaching and learning environment.
 Simulation is not permitted.
 There is a requirement to observe and assess practice in this unit.

Unit: M/505/1089 : Delivering employability skills	
Understand the differences between employability skills and employment skills	
Assessment Criterion - The learner can:	
01.01	Explain differences between employability skills and employment skills
01.02	Explain the benefits to learners of having employability skills
Understand the influence of personal qualities and skills on the delivery of employability skills	
02.01	Analyse personal qualities and skills required for the delivery of employability skills
02.02	Analyse the influence of personal presentation on the success of the delivery of employability skills
Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills	
03.01	Review techniques for the delivery of employability skills
03.02	Review strategies used to transform training areas to reflect a realistic working environment
03.03	Plan employability skills sessions that: meet the needs of learners; and reflect a realistic working environment
03.04	Use selected techniques and strategies to deliver employability skills sessions
03.05	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners
Be able to evaluate own delivery of employability skills	
04.01	Evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills
04.02	Identify own strengths and areas for improvement for the delivery of employability skills

Unit Specification
R/503/5385
 Working with individual learners



Qualification Framework: RQF
 Title: Working with individual learners
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 50
 Unit Credit Value: 15
 SSAs: 13.1 Teaching and Lecturing
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: R/503/5385 : Working with individual learners	
Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual learners	
Assessment Criterion - The learner can:	
01.01	Summarise the responsibilities of a coach, mentor and teacher in relation to working with individual learners
01.02	Analyse the differences between the coaching, mentoring and teaching roles in relation to working with individual learners
01.03	Review the effectiveness of coaching, mentoring and teaching roles in meeting individual learning needs
Understand how to select strategies to meet the needs of individual learners	
02.01	Justify the selection of strategies to meet the needs of individual learners
Understand the multi-agency approach to the development of individual learners	
03.01	Review the resources required for an effective multi-agency approach
03.02	Explain factors which influence the referral process
Understand the contribution of one-to-one coaching, mentoring and teaching to the development of individual learners	
04.01	Review the processes involved in one-to-one coaching, mentoring and teaching in relation to emotional, intellectual and social benefits for learners
Be able to evaluate own practice in relation to one-to-one teaching and learning situations	
05.01	Analyse the effectiveness of own practice in relation to one-to-one teaching and learning situations
05.02	Identify own strengths and areas for improvement in relation to one-to-one teaching and learning situations
05.03	Plan opportunities to improve own skills in relation to one-to-one teaching and learning situations

Unit Specification
R/504/0229
 Specialist delivery techniques and activities



Qualification Framework : RQF
 Title : Specialist delivery techniques and activities
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 30
 Unit Credit Value : 9
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted

Unit: R/504/0229 : Specialist delivery techniques and activities	
Understand the role of specialist delivery techniques in a specific area	
Assessment Criterion - The learner can:	
01.01	Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
01.02	Identify learning needs that can be met through the use of specialist delivery techniques
01.03	Justify the use of specialist delivery techniques to meet the needs of learners in a specific area
Be able to develop specialist delivery techniques and learning activities in own specific area	
02.01	Review issues that influence the development of specialist delivery techniques
02.02	Select specialist delivery techniques to meet the needs of learners
02.03	Plan the use of specific learning activities to support specialist delivery techniques
02.04	Select resources to support specialist delivery techniques and learning activities
02.05	Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners
Be able to use specialist delivery techniques and learning activities	
03.01	Use specialist delivery techniques and learning activities to meet the needs of learners
03.02	Use a resources to support specialist delivery techniques and learning activities
Be able to evaluate own practice in relation to specialist delivery techniques	
04.01	Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners
04.02	Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques

Unit Specification
T/503/5380
 Action research



Qualification Framework: RQF
 Title : Action research
 Unit Level : Level 5
 Unit Sub Level : None
 Guided Learning Hours : 50
 Unit Credit Value : 15
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: T/503/5380 : Action research	
Understand the purpose and nature of action research	
Assessment Criterion - The learner can:	
01.01	Explain the purpose of action research
01.02	Analyse key features of the action research process
01.03	Analyse the implications of a model of action research
Be able to initiate action research	
02.01	Justify own choice of an area of practice for action research
02.02	Plan a clear intervention strategy
02.03	Justify the choice and timescales of an intervention strategy
02.04	Explain how ethical and political considerations and issues of confidentiality will be observed in practice
02.05	Implement a clear intervention strategy
Understand ways of carrying out action research	
03.01	Evaluate methods for action research
03.02	Evaluate methods of collecting qualitative and quantitative data
03.03	Review ways in which collected data may be analysed
Be able to carry out action research	
04.01	Draw on selected literature relating to an area of practice for action research
04.02	Justify own choice of methods selected for action research
04.03	Collect data relating to an area of practice for action research
04.04	Analyse data collected from action research
04.05	Present data collected from action research
04.06	Draw conclusions based on findings from action research
Be able to present the outcomes of action research	
05.01	Report own findings and conclusions from action research
05.02	Justify own recommendations for action to be taken based on conclusions from action research
Be able to evaluate own practice in relation to action research	
06.01	Analyse the effectiveness of own practice in relation to action research
06.02	Identify own strengths and areas for improvement in relation to action research
06.03	Plan opportunities to improve own skills in action research

Unit Specification
T/505/1093
 Preparing for the personal tutoring role



Qualification Framework: RQF
 Title : Preparing for the personal tutoring role
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 15
 Unit Credit Value : 3
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: T/505/1093 : Preparing for the personal tutoring role	
Understand own role and responsibilities in relation to the personal tutoring role	
Assessment Criterion - The learner can:	
01.01	Analyse the skills and qualities required for a personal tutoring role
01.02	Explain how own values, behaviours and attitudes can impact on the personal tutoring role
01.03	Explain the boundaries and limitations of a personal tutoring role
01.04	Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role
01.05	Analyse the importance of communication in a personal tutoring role
Understand factors affecting learners approaches to learning	
02.01	Analyse how learners socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
02.02	Explain why it is important that learners take responsibility for their own learning
02.03	Explain why it is important that personal tutoring programmes support the development of learning and transferable skills
02.04	Analyse strategies to enable learners to engage with learning
02.05	Explain factors which identify learners at risk of disengaging from learning
Understand the use of personal tutoring in a specific context	
03.01	Describe the range of support available for learners within a specific context
03.02	Explain legal and organisational requirements relating to: data protection; copyright; privacy; confidentiality; and safeguarding and disclosure
03.03	Explain how to work with others in a specific context to support learners
03.04	Explain how to work with external stakeholders and partners to support learners
Understand how personal learning targets are created and monitored	
04.01	Explain the purpose of an individual learning plan
04.02	Analyse approaches to support learners to create personal learning targets
04.03	Explain the importance of reviewing learner progress and targets

Unit Specification

T/601/5320

Understanding the principles and practices of internally assuring the quality of assessment



Qualification Framework : RQF

Title : Understanding the principles and practices of internally assuring the quality of assessment

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 45

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: T/601/5320 : Understanding the principles and practices of internally assuring the quality of assessment	
Understand the context and principles of internal quality assurance	
Assessment Criterion - The learner can:	
01.01	Explain the functions of internal quality assurance in learning and development
01.02	Explain the key concepts and principles of the internal quality assurance of assessment
01.03	Explain the roles of practitioners involved in the internal and external quality assurance process
01.04	Explain the regulations and requirements for internal quality assurance in own area of practice
Understand how to plan the internal quality assurance of assessment	
02.01	Evaluate the importance of planning and preparing internal quality assurance activities
02.02	Explain what an internal quality assurance plan should contain
02.03	Summarise the preparations that need to be made for internal quality assurance, including: information collection communications administrative arrangements resources
Understand techniques and criteria for monitoring the quality of assessment internally	
03.01	Evaluate different techniques for sampling evidence of assessment, including use of technology
03.02	Explain the appropriate criteria to use for judging the quality of the assessment process
Understand how to internally maintain and improve the quality of assessment	
04.01	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
04.02	Explain standardisation requirements in relation to assessment
04.03	Explain relevant procedures regarding disputes about the quality of assessment
Understand how to manage information relevant to the internal quality assurance of assessment	
05.01	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
Understand the legal and good practice requirements for the internal quality assurance of assessment	
06.01	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
06.02	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
06.03	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
06.04	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

Unit Specification

Y/502/9555

Engage with employers to develop and support learning provision



Qualification Framework : RQF

Title : Engage with employers to develop and support learning provision

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 25

Unit Credit Value : 6

SSAs : 13.2 Direct Learning Support

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

This unit assesses understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit: Y/502/9555 : Engage with employers to develop and support learning provision	
Understand information relating to employers developing provision for learners	
Assessment Criterion - The learner can:	
01.01	Analyse information sources about individual employers and employment sectors, locally and nationally
01.02	Summarise learning provision available to an employer
01.03	Summarise legal requirements that apply to employers developing and supporting provision for learners
Understand how to engage with employers for the benefit of learners	
02.01	Explain how to prepare for first contact with employers to discuss learning provision
02.02	Evaluate employers level of interest in providing learning opportunities for learners
02.03	Evaluate strategies that help employers overcome concerns about offering learning opportunities
02.04	Explain why employers might need support to provide learning for learners
02.05	Explain the importance of clear channels of communication with employers as delivery partners
Be able to engage with employers for the benefit of learners	
03.01	Provide employers with clear information and advice about learning requirements for learners
03.02	Provide advice and assistance to employers delivering learning opportunities
03.03	Establish channels of communication for feedback from employers on the progress of learners
Be able to evaluate the effect of employer provision on the learner and partner organisation	
04.01	Assess the impact of employer provision on learners learning outcomes
04.02	Review the impact of employer provision on partner organisations

Unit Specification
Y/503/5310
 Effective partnership working in the learning and teaching context



Qualification Framework: RQF
 Title : Effective partnership working in the learning and teaching context
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 50
 Unit Credit Value : 15
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: Y/503/5310 : Effective partnership working in the learning and teaching context	
Understand the purpose and nature of partnership working	
Assessment Criterion - The learner can:	
01.01	Explain reasons for partnership working
01.02	Review opportunities and challenges of working within a partnership
01.03	Review models of partnerships
01.04	Explain ways of sustaining partnerships and their outputs
01.05	Explain the need for ground rules and terms of reference in partnership working
01.06	Justify the need for realistic timescales and deadlines in effective partnership working
Understand the purpose, aims and objectives of a partnership	
02.01	Explain the purpose of a specific partnership
02.02	Identify the aims and objectives of a specific partnership
Understand the structure and management of a partnership	
03.01	Review individual roles and responsibilities within a specific partnership
03.02	Summarise the potential contribution of stakeholders to a specific partnership
03.03	Identify boundaries of individual roles and ownership issues within a specific partnership
03.04	Review resource implications for a specific partnership and its individual members
03.05	Review how a specific partnership is managed identifying potential management issues
Understand how to measure and report on a partnerships outputs	
04.01	Summarise performance indicators used to measure the effectiveness of a specific partnership
04.02	Review the effectiveness of a specific partnerships outputs drawing on valid and reliable data
04.03	Summarise methods of presenting partnership outputs to interested parties
Understand how to communicate effectively within a partnership	
05.01	Summarise methods for effective communication between partners
05.02	Review the communication strategy of a specific partnership
05.03	Review own communication methods and skills as a partnership member
Understand the wider context within which a partnership operates	
06.01	Explain the potential impact of other stakeholders and agencies relating to a specific partnership
06.02	Summarise the impact of key government policies and initiatives on a specific partnership
06.03	Review ways for a partnership to establish and maintain communities of practice

Unit Specification
Y/503/5789
 Equality and diversity



Qualification Framework: RQF
 Title : Equality and diversity
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 25
 Unit Credit Value : 6
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: Y/503/5789 : Equality and diversity	
Understand the key features of a culture which promotes equality and values diversity	
Assessment Criterion - The learner can:	
01.01	Define the meanings of equality and diversity in the UK context
01.02	Analyse the benefits of promoting equality and diversity for individual learners
01.03	Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity
Understand the importance of promoting equality and valuing diversity in lifelong learning	
02.01	Reflect on how the promotion of equality and diversity can protect learners from risk of harm
02.02	Explain actions that can be taken to value individual learners
02.03	Explain good practice in providing individual learners with information
Be able to promote equality and value diversity	
03.01	Use communication strategies to promote equality and diversity
03.02	Analyse how own behaviour can impact on an organisations culture in relation to equality and diversity
03.03	Explain how working with other agencies can promote diversity
Understand how to help others in the promotion of equality and valuing of diversity	
04.01	Describe actions by individuals which can undermine equality and diversity
04.02	Recommend modifications to systems and structures which do not promote equality and diversity
Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	
05.01	Reflect on own strengths in promoting equality and valuing diversity
05.02	Evaluate the impact of own practice in promoting equality and valuing diversity
05.03	Identify areas for further personal development in promoting equality and valuing diversity

Unit Specification
Y/505/1099
 Understanding and managing behaviours in a learning environment



Qualification Framework : RQF
 Title : Understanding and managing behaviours in a learning environment
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 20
 Unit Credit Value : 6
 SSAs : 13.1 Teaching and Lecturing
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 The learning outcomes must be assessed in a teaching and learning environment.
 Simulation is not permitted.
 There is a requirement to observe and assess practice in this unit.

Unit: Y/505/1099 : Understanding and managing behaviours in a learning environment	
Understand potential factors leading to behaviours that disrupt a learning environment	
Assessment Criterion - The learner can:	
01.01	Describe behaviours that can occur in a learning environment
01.02	Explain potential factors leading to behaviours that can disrupt a learning environment
Understand organisational policies relating to managing behaviours in a learning environment	
02.01	Explain key aspects of legislation relating to managing behaviours in a learning environment
02.02	Explain key aspects of an organisations policies relating to managing behaviours in a learning environment
Be able to promote behaviours that contribute to a purposeful learning environment	
03.01	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment
03.02	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
Be able to manage behaviours that disrupt a purposeful learning environment	
04.01	Analyse ways of managing behaviours that disrupt a purposeful learning environment
04.02	Use strategies for managing behaviours that disrupt a purposeful learning environment
Be able to evaluate own practice in managing behaviours in a learning environment	
05.01	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
05.02	Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment