

Active IQ Level 4 Certificate in Education and Training



Qualification
Accreditation Number
601/7964/8

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Introduction

The Active IQ Level 4 Certificate in Education and Training is at level 4 on the Regulated Qualifications Framework.

Guided learning hours: 140	Notional learning hours: 360	Credit: 36
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Minimum credit to be achieved at or above the level of the qualification:	21
Requirements other than the award of credit which need to be met before the qualification is awarded:	None
Exemptions:	None

Entry requirements:

- Level 2 English, mathematics and ICT.

N.B. All individuals should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree on an action plan to address them.

Individuals who have previously undertaken an initial assessment should produce a record of their development needs and any previous action taken to address them, which should be reviewed and updated as required.

Please note: Individuals are not required to have achieved a Level 3 Award in Education and Training before undertaking a Level 4 Certificate in Education and Training. However, some individuals may have already achieved this qualification. Learners who have achieved the level 3 unit 'Understanding roles, responsibilities and relationships in education and training' as part of the Award in Education and Training are eligible for credit transfer of this unit.

Qualification outline

Target learners:

- Learners aged 19+.
- Individuals who would like to pursue a career in teaching and training.
- Individuals who are employed and working in teaching and training (including those who have just begun teaching and training) who can meet the practice requirements – including the observed and assessed practice requirements – of the qualification.
- Individuals who are not currently employed in teaching and training but who can meet the practice requirements – including the observed and assessed practice requirements – of the qualification.
- Individuals currently working as assessors who wish to achieve a teaching qualification.
- Individuals delivering work-based training within voluntary, community, private or public organisations.
- Individuals who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, adult and community learning centre or training provider.

Aim

To provide learners with the understanding, knowledge and skills needed to plan, deliver, assess and evaluate education in a specialist area.

Objectives

To provide learners with the knowledge and skills needed to:

- Understand the roles, responsibilities and relationships in education and training.
- Plan inclusive learning programmes to meet the needs of learners in education and training.
- Deliver education and training.
- Assess learners in education and training.
- Use resources for education and training.
- Teach in a specialist area.

Progression

This qualification provides progression onto:

- Level 5 Diploma in Education and Training.
- Level 5 Diploma in Education and Training (including Teaching English: ESOL).
- Level 5 Diploma in Education and Training (including Teaching English: Literacy).
- Level 5 Diploma in Education and Training (including Teaching English: Literacy and ESOL).
- Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy).
- Level 5 Diploma in Education and Training (including Teaching Disabled Learners).
- Level 5 Diploma in Teaching English: Literacy.
- Level 5 Diploma in Teaching English: Literacy and ESOL.
- Level 5 Diploma in Teaching English: ESOL.
- Level 5 Diploma in Teaching Mathematics: Numeracy.
- Level 5 Diploma in Teaching Disabled Learners.

Links to National Occupational Standards (NOS)

The qualification is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning.

Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT stipulates what is expected of all teachers in terms of knowledge, understanding and personal skills in these areas.

The minimum core document comprises three sections:

- Language and literacy.
- Numeracy.
- Information and communication technology (ICT).

Each of these sections comprises two parts:

- Part A – knowledge and understanding.
- Part B – personal skills.

Further information can be found in the document 'Addressing literacy, language, numeracy and ICT needs in education and training: Defining the teacher education programmes' (LLUK, 2007; updated LSIS, 2013).

Occupational competence statements for tutoring, assessing and internal verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must have all of the following:

- An equivalent-level teaching or training qualification.
- Evidence of relevant teaching experience in an education or training context.
- Ongoing participation in related continued professional development activities.
- Ongoing participation in related programme quality assurance processes.

Tutors

Tutors must hold a teaching qualification.

The following are acceptable:

- Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTLTS).
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTLLS).
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must:

- Already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if they are assessing quality assurance roles, they must have experience as a qualified practitioner of internal or external quality assurance of qualifications involving a minimum of two assessors).
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
- Hold one of the following qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment (QCF).
 - Level 3 Certificate in Assessing Vocational Achievement (QCF).
 - A1 Assess candidate performance using a range of methods.
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- Show current evidence of continuing professional development in assessment and quality assurance.

Internal verifiers

Internal verifiers must:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
- Hold one of the assessor qualifications or their recognised equivalent (as listed above).
- Hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF).
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF).
 - V1 Conduct internal quality assurance of the assessment process.
 - D34 Internally verify the assessment process.
- Show current evidence of continuing professional development in assessment and quality assurance.

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To be awarded the Level 4 Certificate in Education and Training, the learner must achieve a total of 36 credits:

- 21 credits from Group A.
- 15 credits from Group B.

A minimum of 21 credits must be at level 4 or above.

Qualification structure

The learner must complete all units in Mandatory Group A (21 credits) and achieve a minimum of 15 credits from Optional Group B. A total of 36 credits must be achieved.

Mandatory Group A

Learners must achieve all units from Mandatory Group A (21 credits).

Unit	Unit accreditation number	Level	Credits
1. Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	3
2. Planning to meet the needs of learners in education and training	A/505/1189	4	3
3. Delivering education and training	M/505/0122	4	6
4. Assessing learners in education and training	F/505/0125	4	6
5. Using resources for education and training	L/505/0127	4	3

Optional Group B

Learners must achieve a minimum of 15 credits from Optional Group B.

There are a range of optional units with variable credits at levels 3, 4 and 5.

Active IQ currently offers the following optional unit:

Unit	Unit accreditation number	Level	Credits
6. Teaching in a specialist area	J/505/1096	4	15

Unit 1 H/505/0053 **Level: 3** **Credit value: 3**

Unit title: Understanding roles, responsibilities and relationships in education and training

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training 1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 Explain ways to promote equality and value diversity 1.4 Explain why it is important to identify and meet individual learner needs
2. Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment 2.2 Explain why it is important to promote appropriate behaviour and respect for others
3. Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals 3.2 Explain the boundaries between the teaching role and other professional roles 3.3 Describe points of referral to meet the individual needs of learners
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals 1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners 1.3 Record learners' individual learning goals
2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1 Devise a scheme of work in accordance with internal and external requirements 2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements 2.3 Explain how own planning meets the individual needs of learners 2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners 2.5 Identify opportunities for learners to provide feedback to inform inclusive practice
3. Be able to implement the minimum core in planning inclusive teaching and learning	3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning 3.2 Apply minimum core elements in planning inclusive teaching and learning
4. Be able to evaluate own practice when planning inclusive teaching and learning	4.1 Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others 4.2 Identify areas for improvement in own planning to meet the individual needs of learners
Assessment	Portfolio of evidence, to include: <ul style="list-style-type: none"> • A learner profile • A learner application form • Initial and diagnostic assessment record • Individual learning plans • Awarding organisation guidance documents • Scheme of work • Lesson plans • Teaching log • Worksheet • Evaluation report and action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners 1.2 Create an inclusive teaching and learning environment 1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
2. Be able to communicate with learners and other learning professionals to promote learning and progression	2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism 2.2 Use communication methods and media to meet individual learner needs 2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression
3. Be able to use technologies in delivering inclusive teaching and learning	3.1 Analyse benefits and limitations of technologies used in own area of specialism 3.2 Use technologies to enhance teaching and meet individual learner needs
4. Be able to implement the minimum core when delivering inclusive teaching and learning	4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning 4.2 Apply minimum core elements in delivering inclusive teaching and learning
5. Be able to evaluate own practice in delivering inclusive teaching and learning	5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others 5.2 Identify areas for improvement in own practice in meeting the individual needs of learners
Assessment	Portfolio of evidence, to include: <ul style="list-style-type: none"> • Teaching log • Awarding organisation guidance documents • Observed teaching practice • Self-evaluations • Worksheet • Evaluation report and action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use types and methods of assessment to meet the needs of individual learners	1.1 Explain the purposes of types of assessment used in education and training 1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners 1.3 Use types and methods of assessment to meet the individual needs of learners 1.4 Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning 1.5 Use questioning and feedback to contribute to the assessment process
2. Be able to carry out assessments in accordance with internal and external requirements	2.1 Identify the internal and external assessment requirements and related procedures of learning programmes 2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current 2.3 Conduct assessments in line with internal and external requirements 2.4 Record the outcomes of assessments to meet internal and external requirements 2.5 Communicate assessment information to other professionals with an interest in learner achievement
3. Be able to implement the minimum core when assessing learners	3.1 Analyse ways in which minimum core elements can be demonstrated in assessing learners 3.2 Apply minimum core elements in assessing learners
4. Be able to evaluate own assessment practice	4.1 Review the effectiveness of own assessment practice, taking account of the views of learners and others 4.2 Identify areas for improvement in own assessment practice
Assessment	Portfolio of evidence, to include: <ul style="list-style-type: none"> • Awarding organisation guidance documents • IV report • EV report • Observed teaching practice • Teaching log • Self-evaluations • Worksheet • Evaluation report and action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use resources in the delivery of inclusive teaching and learning	1.1 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners 1.2 Use resources to promote equality, value diversity and meet the individual needs of learners 1.3 Adapt resources to meet the individual needs of learners
2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning 2.2 Apply minimum core elements when using resources for inclusive teaching and learning
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1 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 3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners
Assessment	Portfolio of evidence, to include: <ul style="list-style-type: none"> • Awarding organisation guidance documents • Observed teaching practice • Teaching log • Self-evaluations • Worksheet • Evaluation report and action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the aims and philosophy of education and training in a specialist area	1.1 Explain key aims of education and training in own specialist area 1.2 Analyse philosophical issues relating to education and training in own specialist area
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1 Describe the aims and structure of key qualifications in own specialist area 2.2 Describe the aims and structure of learning programmes in own specialist area 2.3 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
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	3.1 Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area 3.2 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
4. Understand how to use resources for inclusive teaching and learning in a specialist area	4.1 Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area 4.2 Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
5. Be able to work with others within a specialist area to develop own practice	5.1 Liaise with others within a specialist area to develop own practice 5.2 Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1 Review the effectiveness of own knowledge and skills in a specialist area 6.2 Identify own strengths and areas for improvement in relation to practice in a specialist area 6.3 Identify opportunities to improve and update own knowledge and skills in a specialist area

Assessment	Portfolio of evidence, to include: <ul data-bbox="718 492 1308 761" style="list-style-type: none">• Assignment• Lesson plans• Scheme of work• Awarding organisation guidance documents• Evaluation report and action plan• Worksheets
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