

Qualification Specification

601/4257/1

iCQ Level 3 Certificate in Learning and Development (RQF)



Qualification Details

Title : iCQ Level 3 Certificate in Learning and Development (RQF)
Awarding Organisation : iCan Qualifications Limited
Fees Price List Url : https://icanqualify.net
Qualification Type : RQF
Qualification Sub Type : None
Qualification Level : Level 3
Qualification Sub Level : None
EQF Level : Level 4
Regulation Start Date : 08-Aug-2014
Operational Start Date : 01-Sep-2014
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 : D. Confirm occupational competence and/or 'licence to practice'
Sub Purpose : D1. Confirm competence in an occupational role to the standards required
Total Credits : 30
Min Credits at/above Level : 30
Minimum Guided Learning Hours : 120
Maximum Guided Learning Hours : 171
Diploma Guided Learning Hours : 0
Barring Classification Code : ZZZZ
Overall Grading Type : Pass
Assessment Methods : Portfolio of Evidence, Practical Demonstration/Assignment
Structure Requirements : To achieve this qualification learners must attain at least 30 credits. Learners must achieve the mandatory units attaining 12 credits, plus at least a further 18 credits from the optional units (of which at least 6 credits from the optional group OB). If optional group OC and/or OD are chosen, both optional units contained in the group(s) must be achieved.
Age Ranges : Pre-16 : No; 16-18 : No; 18+ : Yes; 19+ : Yes
Qualification Objective : This qualification is for those who work as practitioners in the learning and development sector. It will enable practitioners to develop the knowledge, understanding and skills to plan, prepare and deliver effective learning and development

Qualification Specification

601/4257/1

iCQ Level 3 Certificate in Learning and Development (RQF)



Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Over-arching Group	Yes	0	2	0	30	0
M) Mandatory Units	Yes	2	2	0	12	0
O) Optional Units	Yes	0	0	0	18	0
OB) Group OB Optional Units	Yes	2	1	0	6	0
OC) Group OC Optional Units	No	2	2	0	0	0
OD) Group OD Optional Units	No	2	2	0	0	0
OE) Group OE Optional Units	No	9	1	0	0	0

Group M Mandatory Units

URN	Title	Level	GLH	Credit
J/502/9552	Reflect on and improve own practice in learning and development	4	25	6
Y/502/9541	Understand the principles and practices of learning and development	3	25	6

Group OB Group OB Optional Units

URN	Title	Level	GLH	Credit
F/502/9548	Facilitate learning and development in groups	3	25	6
J/502/9549	Facilitate learning and development for individuals	3	25	6

Group OC Group OC Optional Units

URN	Title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
H/601/5314	Assess occupational competence in the work environment	3	30	6

Group OD Group OD Optional Units

URN	Title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
F/601/5319	Assess vocational skills, knowledge and understanding	3	30	6

Group OE Group OE Optional Units

URN	Title	Level	GLH	Credit
A/502/9547	Develop and prepare resources for learning and development	4	25	6
D/601/5313	Understanding the principles and practices of assessment	3	24	3
F/502/9551	Engage learners in the learning and development process	3	30	6
K/502/9544	Identify individual learning and development needs	3	24	3
L/502/9553	Evaluate and improve learning and development provision	4	25	6
R/502/9554	Provide information and advice to learners and employers	3	20	3
R/600/1764	Understanding the Employing Organisation	3	23	3
T/502/9546	Plan and prepare specific learning and development opportunities	3	20	6
Y/502/9555	Engage with employers to develop and support learning provision	3	25	6

Qualification Framework : RQF

Title : Reflect on and improve own practice in learning and development

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 25

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 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit: J/502/9552 : Reflect on and improve own practice in learning and development

Understand approaches to and processes associated with reflective practice and continuing professional development

Assessment Criterion - The learner can:

01.01	Evaluate approaches to reflective practice
01.02	Critically evaluate why learning and development practitioners must engage in reflective practice and continuing professional development
01.03	Analyse own values, beliefs and attitudes and their impact on practice

Be able to reflect on own performance as a learning and development practitioner

02.01	Analyse own skills, knowledge and practice as a learning and development practitioner
02.02	Assess how own practice promotes inclusion, equality and diversity
02.03	Evaluate where own skills, knowledge and practice need updating or further development

Be able to improve own learning and development practice

03.01	Prioritise areas for own development as a practitioner
03.02	Review and update personal action plans to improve practice based on outcomes of reflection
03.03	Identify learning and development opportunities to address priority actions in accordance with current legislative and organisational requirements
03.04	Use technologies and resources to keep own knowledge, understanding, skills and practice up to date
03.05	Review outcomes of development activities on own practice

Qualification Framework	: RQF
Title	: Understand the principles and practices of learning and development
Unit Level	: Level 3
Unit Sub Level	: None
Guided Learning Hours	: 25
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: Y/502/9541 : Understand the principles and practices of learning and development

Understand the purpose and context of learning and development

Assessment Criterion - The learner can:

01.01	Analyse the objectives of learning and development for learners and for organisations
01.02	Explain the contexts and environments in which learning and development takes place

Understand the learning and development cycle

02.01	Explain the learning and development cycle and each of its constituent parts
02.02	Explain how the learning and development cycle is used to enhance learner experience

Understand the needs of learners in relation to learning and development

03.01	Summarise why it is necessary to understand learner needs and motivations for learning and development
03.02	Explain how to adapt learning and development to meet the needs and preferences of learners
03.03	Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation

Understand the roles and responsibilities of the learning and development practitioner

04.01	Explain own role and responsibilities in relation to learning and development
04.02	Explain the points of referral available to help meet the needs of learners
04.03	Explain the practitioner role in the development of learners in the learning and development process
04.04	Explain the practitioners role in the quality improvement of learning and development
04.05	Summarise the practitioners role in managing risks to and safeguarding learners

Understand legislative and organisational requirements in relation to learning and development

05.01	Explain learners rights in relation to equality, diversity and inclusion
05.02	Explain the practitioners and the organisations responsibility for the safety and security of learners
05.03	Summarise the purpose and limits of confidentiality in relation to learners and the organisation
05.04	Explain requirements for record keeping in relation to learning and development

Qualification Framework : RQF

Title : Facilitate learning and development in groups

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 25

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 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit: F/502/9548 : Facilitate learning and development in groups

Understand principles and practices of learning and development in groups

Assessment Criterion - The learner can:

01.01	Explain purposes of group learning and development
01.02	Explain why delivery of learning and development must reflect group dynamics
01.03	Evaluate methods for facilitating learning and development to meet the needs of groups
01.04	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
01.05	Explain how to overcome barriers to learning in groups
01.06	Explain how to monitor individual learner progress within group learning and development activities
01.07	Explain how to adapt delivery based on feedback from learners in groups
Be able to facilitate learning and development in groups	
02.01	Clarify facilitation methods with group members to meet group and individual learning objectives
02.02	Implement learning and development activities to meet learning objectives
02.03	Manage risks to group and individual learning and development
Be able to assist groups to apply new knowledge and skills in practical contexts	
03.01	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
03.02	Provide feedback to improve the application of learning.
Be able to assist learners to reflect on their learning and development undertaken in groups	
04.01	Support self-evaluation by learners
04.02	Review individual responses to learning and development in groups
04.03	Assist learners to identify their future learning and development needs

Qualification Framework : RQF

Title : Facilitate learning and development for individuals

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 25

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 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed

Unit: J/502/9549 : Facilitate learning and development for individuals

Understand principles and practices of one to one learning and development

Assessment Criterion - The learner can:

01.01	Explain purposes of one to one learning and development
01.02	Explain factors to be considered when facilitating learning and development to meet individual needs
01.03	Evaluate methods for facilitating learning and development to meet the needs of individuals
01.04	Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
01.05	Explain how to overcome individual barriers to learning
01.06	Explain how to monitor individual learner progress
01.07	Explain how to adapt delivery to meet individual learner needs

Be able to facilitate one to one learning and development

02.01	Clarify facilitation methods with individuals to meet their learning and/or development objectives
02.02	Implement activities to meet learning and/or development objectives
02.03	Manage risks and safeguard learners participating in one to one learning and/or development

Be able assist individual learners in applying new knowledge and skills in practical contexts

03.01	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
03.02	Explain benefits to individuals of applying new knowledge and skills

Be able to assist individual learners in reflecting on their learning and/or development

04.01	Explain benefits of self evaluation to individuals
04.02	Review individual responses to one to one learning and/or development
04.03	Assist individual learners to identify their future learning and/or development needs

Qualification Framework	: RQF
Title	: Understanding the principles and practices of assessment
Unit Level	: Level 3
Unit Sub Level	: None
Guided Learning Hours	: 24
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: D/601/5313 : Understanding the principles and practices of assessment

Understand the principles and requirements of assessment

Assessment Criterion - The learner can:

- | | |
|-------|--|
| 01.01 | Explain the function of assessment in learning and development |
| 01.02 | Define the key concepts and principles of assessment |
| 01.03 | Explain the responsibilities of the assessor |
| 01.04 | Identify the regulations and requirements relevant to the assessment in own area of practice |

Understand different types of assessment method

- | | |
|-------|---|
| 02.01 | Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners |
|-------|---|

Understand how to plan assessment

- | | |
|-------|---|
| 03.01 | Summarise key factors to consider when planning assessment |
| 03.02 | Evaluate the benefits of using a holistic approach to assessment |
| 03.03 | Explain how to plan a holistic approach to assessment |
| 03.04 | Summarise the types of risks that may be involved in assessment in own area of responsibility |
| 03.05 | Explain how to minimise risks through the planning process |

Understand how to involve learners and others in assessment

- | | |
|-------|---|
| 04.01 | Explain the importance of involving the learner and others in the assessment process |
| 04.02 | Summarise types of information that should be made available to learners and others involved in the assessment process |
| 04.03 | Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning |
| 04.04 | Explain how assessment arrangements can be adapted to meet the needs of individual learners |

Understand how to make assessment decisions

- | | |
|-------|--|
| 05.01 | Explain how to judge whether evidence is:
<ul style="list-style-type: none"> • sufficient • authentic • current |
| 05.02 | Explain how to ensure that assessment decisions are:
<ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair |

Understand quality assurance of the assessment process

- | | |
|-------|--|
| 06.01 | Evaluate the importance of quality assurance in the assessment process |
| 06.02 | Summarise quality assurance and standardisation procedures in own area of practice |
| 06.03 | Summarise the procedures to follow when there are disputes concerning assessment in own area of practice |

Understand how to manage information relating to assessment

- | | |
|-------|---|
| 07.01 | Explain the importance of following procedures for the management of information relating to assessment |
| 07.02 | Explain how feedback and questioning contribute to the assessment process |

Understand the legal and good practice requirements in relation to assessment

- | | |
|-------|---|
| 08.01 | Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare |
| 08.02 | Explain the contribution that technology can make to the assessment process |
| 08.03 | Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment |
| 08.04 | Explain the value of reflective practice and continuing professional development in the assessment process |

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

Qualification Framework : RQF

Title : Assess vocational skills, knowledge and understanding

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 performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Other forms of evidence will be acceptable for the remaining assessment methods.

Unit: F/601/5319 : Assess vocational skills, knowledge and understanding

Be able to prepare assessments of vocational skills, knowledge and understanding

Assessment Criterion - The learner can:

01.01	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:
	• assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning
01.02	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
01.03	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

Be able to carry out assessments of vocational skills, knowledge and understanding

02.01	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
02.02	Provide support to learners within agreed limitations
02.03	Analyse evidence of learner achievement
02.04	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
02.05	Follow standardisation procedures
02.06	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

Be able to provide required information following the assessment of vocational skills, knowledge and understanding

03.01	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
03.02	Make assessment information available to authorised colleagues as required
03.03	Follow procedures to maintain the confidentiality of assessment information

Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

04.01	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
04.02	Apply requirements for equality and diversity and, where appropriate, bilingualism
04.03	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
04.04	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Qualification Framework : RQF

Title : Develop and prepare resources for learning and development

Unit Level : Level 4

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 occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit: A/502/9547 : Develop and prepare resources for learning and development

Understand principles underpinning development and preparation of resources for learning and development

Assessment Criterion - The learner can:

01.01	Explain principles underpinning resource selection for learning and development
01.02	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
01.03	Evaluate the contribution of technology to the development of learning and development resources

Be able to develop resources to meet learning and development needs

02.01	Agree needs of learners for whom resources are being developed
02.02	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
02.03	Plan adaptations to and use of technology within resources to meet learning and development needs
02.04	Prepare guidance to assist those using learning and development resources
02.05	Evaluate the suitability of resources for learning and development

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

Qualification Framework : RQF
Title : Identify individual learning and development needs
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 24
Unit Credit Value : 3
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 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit: K/502/9544 : Identify individual learning and development needs	
Understand the principles and practices of learning needs analysis for individuals	
Assessment Criterion - The learner can:	
01.01	Explain the principles and practices of learning needs analysis for individuals
01.02	Analyse the factors that influence individual learning needs, preferences and styles
01.03	Compare methods used to assess individual learning needs
Be able to conduct learning needs analysis for individuals	
02.01	Agree the purpose, aims and methodology of the learning needs analysis with individuals
02.02	Apply learning needs analysis methodology to assess the individuals current level of achievement and potential
02.03	Analyse learning needs and communicate to the learner
Be able to agree individual learning and development needs	
03.01	Agree and prioritise individual learning and development needs
03.02	Advise individuals about learning and development options to meet: • learner priorities • learning preferences • learning styles

Qualification Framework : RQF

Title : Evaluate and improve learning and development provision

Unit Level : Level 4

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 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 learning outcomes.

Unit: L/502/9553 : Evaluate and improve learning and development provision

Understand contexts for evaluation and quality improvement of learning and development

Assessment Criterion - The learner can:

01.01	Analyse the principles of quality improvement in learning and development provision
01.02	Explain current legislative and organisational quality improvement requirements for learning and development provision
01.03	Evaluate industry-recognised standards for learning and development
01.04	Discuss methods to evaluate learning and development provision
01.05	Analyse processes to raise standards in own area of learning and development practice
01.06	Explain the role of learner involvement in evaluating and improving learning and development provision

Understand evaluation of learning and development

02.01	Evaluate the scope of evaluation for own area of learning and development
02.02	Identify performance indicators that apply to own area of learning and development
02.03	Discuss information and other evidence requirements including strengths and weaknesses of information available to evaluate learning and development

Be able to evaluate learning and development in accordance with organisational requirements

03.01	Follow organisational procedures for recording and reporting evaluation outcomes
03.02	Analyse evidence of learning and development against organisational requirements
03.03	Analyse own contribution and that of colleagues to the evaluation of learning and development
03.04	Recommend quality improvements for learning and development

Be able to improve learning and development ensuring regulatory and organisational requirements are met

04.01	Prioritise and plan improvements to provision based on evaluation of learning and development
04.02	Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis

Qualification Framework : RQF

Title : Provide information and advice to learners and employers

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 20

Unit Credit Value : 3

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 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit: R/502/9554 : Provide information and advice to learners and employers

Understand information and advice available for learners and employers

Assessment Criterion - The learner can:

01.01	Analyse information and advice needs of
01.02	Evaluate sources of information and advice available to meet the needs of
Understand own boundaries and limitations in relation to providing information and advice	
02.01	Explain own boundaries for the provision of information and advice to
02.02	Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for
02.03	Evaluate the impact of providing incorrect or misleading information and advice to
Be able to provide information and advice to learners and employers	
03.01	Identify information and advice needs of
03.02	Provide information and advice to
Be able to assist learners and employers to access information and advice	
04.01	Identify sources of information and advice to meet the needs of
04.02	Identify barriers to accessing information and advice for
04.03	Assist with overcoming barriers to accessing information and advice

Qualification Framework	: RQF
Title	: Understanding the Employing Organisation
Unit Level	: Level 3
Unit Sub Level	: None
Guided Learning Hours	: 23
Unit Credit Value	: 3
SSAs	: 8.1 Sport, Leisure and Recreation
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance .

Unit: R/600/1764 : Understanding the Employing Organisation

Understand the structure of their organisation

Assessment Criterion - The learner can:

01.01	Describe the main functions in their organisation
01.02	Describe how the main functions in their organisation are staffed and organised
01.03	Describe the communication channels in their organisation
01.04	Describe the lines of control and accountability in their organisation

Understand key aims and objectives of their organisation

02.01	Explain the importance of an organisation having a business plan
02.02	Describe their organisations key aims and objectives (for example, mission, core aims and values)
02.03	Describe how their organisation measures the achievement of key aims and objectives
02.04	Identify their organisations key performance indicators

Understand their own contribution to their organisations key aims and objectives

03.01	Evaluate the importance of an organisation managing the performance of its staff
03.02	Describe the objectives of their job role
03.03	Explain how the objectives of their job role contribute to the organisations key aims and objectives
03.04	Explain how their own performance is evaluated and developed
03.05	Analyse the contribution they can make to the evaluation and development of their performance

Understand the opportunities for entry, professional development and progression within their organisation

04.01	Explain the importance of continuing professional development
04.02	Evaluate the organisations processes for recruitment
04.03	Evaluate the organisations processes for induction
04.04	Evaluate the organisations processes for training and development
04.05	Evaluate the opportunities and requirements for career progression for staff within their organisation

Qualification Framework : RQF

Title : Plan and prepare specific learning and development opportunities

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 20

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 the learning outcomes must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit: T/502/9546 : Plan and prepare specific learning and development opportunities

Be able to plan learning and development opportunities

Assessment Criterion - The learner can:

01.01	Agree the purpose and outcomes of learning and development to meet learner needs
01.02	Plan the delivery of specific learning and development opportunities to meet needs
01.03	Secure resources required to deliver specific learning and development opportunities
01.04	Identify organisational structures, systems and processes supporting learning and development opportunities
01.05	Assess risks to learners and their learning and development when planning specific opportunities

Be able to prepare specific learning and development opportunities to meet learner needs

02.01	Prepare learning and development sessions to meet learner needs
02.02	Identify resources and technologies required to deliver specific learning and development sessions
02.03	Communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners

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