

CTQ Level 2 Award in Safeguarding Infants & Children (Early Years)

Qualification specification
Summary



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VERSION CONTROL

Version number	Summary of change	Date changed
V1	Published	November 2024

ABOUT CERTIFY TRAINING QUALIFICATIONS

Certify Training Qualifications was established to play a unique role in the vocational skills and qualifications system. Our work supports a wide range of learners and providers and aims to improve safety and welfare in education and early years (and beyond) through the provision of highly regarded regulated qualifications.

ABOUT THIS QUALIFICATION

Who is this qualification for?

This qualification is for those that work with children, infants and early years, who need to have essential knowledge about safeguarding (safeguarding training is a legal requirement for those that work in a school setting (EYFS)).

A typical learner:

- is at least 16 years old
- has a minimum of Level 2 in literacy and numeracy or equivalent

QUALIFICATION PURPOSE

The objective of this qualification is to develop learner's knowledge of their role and responsibilities of how to safeguard children, infants and early years and how to respond to evidence or concerns that a child or infant has been abused.

This qualification has been developed to meet the requirements of:

- The Department for Education: Early years foundation stage (EYFS) statutory framework
- The Department for Education: Keeping Children Safe in Education 2024
- HM Government: Working Together to Safeguard Children 2023
- HM Government: Prevent Strategy

How does this qualification relate to other similar qualifications?

This qualification shares a unit with the larger CTQ Level 3 Award in the Role of the Designated Safeguarding Lead.

What does this qualification cover?

The qualification provides learners with essential knowledge of safeguarding of children, infants and early years, including:

- Key legislation
- Suitability of Adults Working with Children
- Employer and Individual Responsibilities
- Recognising abuse types and indicators
- Handling disclosures
- Accessing local children's services.

How long does it take to study?

The qualification takes 6 hours to complete. It must be completed within 6 weeks.

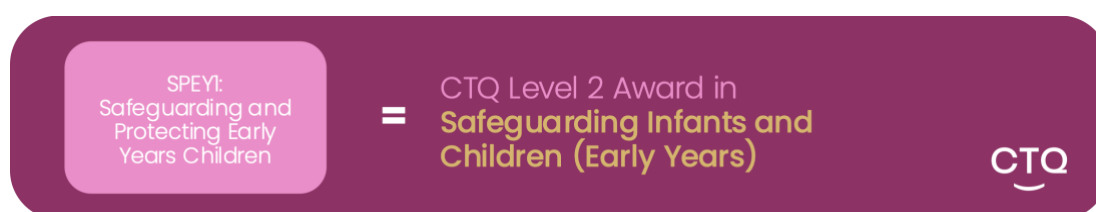
QUALIFICATION OVERVIEW

QUALIFICATION DETAILS

Qualification title:	CTQ Level 2 Award in Safeguarding Infants and Children (Early Years)
Qualification number:	610/5291/7
Grading:	Pass / Fail
Total qualification time (TQT) ¹ :	7
Guided learning hours (GLH):	6
Operational start date:	04/02/2025
Qualification review date ² :	
Student age:	16+

STRUCTURE OF THE QUALIFICATION

The Level 2 Award in Safeguarding Infants and Children (Early Years) consists of one mandatory unit which must be achieved in order to achieve the qualification. There are no optional units.



Whilst learners often study and learn at different rates, the estimated study time for each unit is:

Unit code	Unit title	Unit level	Unit TQT
SPEY1	Safeguarding and Protecting Early Years Children	Two	7

¹ Total qualification time is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of guided learning hours – the number of hours spent under the immediate supervision or guidance of a tutor
- the number of hours spent on preparation, studying and the assessment that is non-guided

² The qualification review date is the date by which we will have carried out a review of the qualification. We work with subject specialists to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date (last date for registration/enrolment). The last date for certification will be three years from the operational end date. We will post information relating to changes or extensions to qualifications on our website and learners registered on the qualification will be kept updated.

ENTRY REQUIREMENTS

The qualification is available to learners aged 16 or over.

There are no formal entry requirements, however we strongly recommend that learners have a minimum of Level 2 in literacy or equivalent.

RECOGNITION OF PRIOR LEARNING

There are no opportunities for recognising any prior learning to count towards this qualification.

PROGRESSION

Successful completion of this qualification will support the EYFS requirement for all staff to be trained to understand safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues³.

Learners who find the qualification content interesting may progress to a wide range of first aid related learning and qualifications, in areas such as mental health first aid, forest school first aid.

Following completion of this qualification, it is strongly recommended that learners carry out continuous professional development and keep abreast of changes, especially regarding legislation and safeguarding best practice.

³ Paragraph 3.24: Early years foundation stage statutory framework For group and school-based providers. (n.d.). Available at: https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

DELIVERING THIS QUALIFICATION

This qualification is delivered by CTQ's approved centres and consists of a mix of knowledge and practice. Blended learning combining e-learning and taught classroom sessions is permitted (see section below).

ENROLMENT, INITIAL ASSESSMENT AND QUALIFICATION REGISTRATION

Learners are registered on the qualification by the centre once they are enrolled on the course. Centres must carry out an initial assessment for each learner to ensure they are enrolled on the most suitable qualification for their needs and that they meet the entry requirements stated above.

TIMESCALES FOR COMPLETION

Once enrolled, learners are expected to complete the qualification within 6 weeks in blocks of learning that are a minimum of 2 hours each.

CERTIFICATION

We will issue verified results and learner certificates to the approved centre. Centres will forward results and/or certificates to learners. If learners have not received results and/or certificates within 28 working days, they should contact the centre in the first instance.

If a centre has a sanction or has been withdrawn from CTQ either voluntarily or otherwise, we reserve the right to send certificates directly to learners.

CENTRE APPROVAL

In order to deliver this qualification, centres must obtain centre recognition and qualification approval from CTQ, as set out on our website. Once approved, centres are required to maintain the following minimum staffing:

Minimum staff	Role	Responsibilities	Max. class / cohort per staff member
One	Teacher/trainer	Delivery of qualification content	24
One	Invigilator	Invigilation of the assessment	15
One	Internal Quality Assurer	Quality assuring the assessment and awarding of this qualification	N/A

STAFFING REQUIREMENTS

Teachers/trainers

All teachers/trainers should have the skills, knowledge and experience to be able to teach the subject. At qualification approval, each teacher/trainer must be approved by CTQ and provide evidence of:

1. A relevant vocational qualification/experience as shown in **Appendix 3**
2. A formal teaching/training qualification as shown in **Appendix 4**

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Internal Quality Assurers (IQAs)

Internal quality assurers of this qualification must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. At qualification approval, each IQA must be approved by CTQ and provide evidence of:

1. A relevant vocational qualification/experience as shown in **Appendix 3**
2. An acceptable internal quality assurance qualification as shown in **Appendix 4** or attendance at Internal Quality Assurance CPD Training with an Awarding Organisation

IQAs are expected to keep up to date with the subject area and provide evidence of CPD

IQAs must also:

- Have knowledge of the requirements of the qualification they are quality assuring at the time the assessment is taking place
- Have knowledge and understanding of the role of IQAs
- Attend training delivery and observe assessments being carried out
- Carry out other related internal quality assurance

NB IQAs cannot quality assure a course for which they were the Trainer and/or Assessor

RESOURCES, VENUE AND EQUIPMENT

Centres must use premises that are suitable, adequate and conducive to carrying out training and assessment, whether these are hired or in-house training rooms. They must also comply with all current legislation.

As a minimum, centres must make sure their venues, equipment and other resources include:

Resource	Requirement
Teaching/training venue	The venue must meet acceptable health and safety standards and have sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. Signage should be used to notify others that assessments are being carried out.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.

TEACHING THE QUALIFICATION CONTENT

Centres must create their own delivery plan which will be checked as part of centre qualification approval. The delivery plan should:

- include a scheme of work clearly showing how the required subjects and criteria/learning outcomes are covered and the minimum guided learning hours are met
- be carefully designed to meet the objective of this qualification and the needs of learners, making sure learners are adequately prepared for the assessments
- identify opportunities for formative assessment of learner's progress.

Each unit includes a list of suitable resources/textbooks that centres may choose to recommend or provide to learners.

BLENDED LEARNING

This qualification can be delivered using a combination of distance learning and face-to-face classroom learning and assessment.

Distance learning must be completed before the face-to-face classroom session and all assessments must take place in the classroom.

Centres wishing to offer blended learning must request approval from CTQ who may wish to review and approve the learning materials.

NOTIFICATION OF COURSES RUNNING

Centres are required to provide to CTQ details of the dates, times and venues of courses taking place. In order to assure us that trainer/assessors are correctly carrying out authentication checks and assessments, we will carry out risk-based spot checks of training courses being delivered.

ASSESSMENT OF THE QUALIFICATION

ASSESSMENT STRATEGY

We have worked collaboratively with subject experts to devise an appropriate and valid assessment strategy, set out below.

The Level 2 Award in Safeguarding Infants and Children (Early Years) is assessed through assessments designed to test the appropriate skills, knowledge and understanding, as outlined below:

Assessment	Controls	Units covered	Rationale
Multiple choice examination	<ul style="list-style-type: none"> Externally set Externally marked Internally invigilated Externally spot checked 	<ul style="list-style-type: none"> SPEY1 	The learner's base of knowledge about the principles of early years safeguarding, safeguarding concerns and indicators and their responsibilities is taught from a syllabus and assessed by an MCQ exam, derived from a bank of questions.

NB 'externally' refers to CTQ, 'internally' refers to the centre

All assessments must be passed in order to achieve the qualification.

ASSESSMENT DESIGN

Assessment 1: The multiple choice examination will be taken under examination conditions online at the end of the training. Invigilators may invigilate up to 15 learners simultaneously, each using one computer/tablet or smartphone.

Duration: 30 minutes

Pass mark: 70% (14/20)

Grading: Pass / Fail

Appendix 1 sets out how the assessment is mapped to unit learning outcomes and content.

CONFIRMING IDENTITY

Assessments take place face to face at the training venue. Therefore, the responsibility of authenticating the learner's assessment evidence falls to the trainer/assessor.

Trainer/assessors must check each learner's identity against approved photographic identification at the start of the course, such as:

- a valid passport (any nationality)
- UK issued Biometric Residence Permit
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card, travel card etc.

ASSESSMENT LANGUAGE

This qualification must be assessed in English due to the need for learners to be able to complete a 999 call and communicate with their patients.

Assessment in British Sign Language (BSL) **may** be permitted for this qualification for the purpose of a reasonable adjustment.

Prior approval from CTQ is required before any assessment is delivered through BSL through completing a request for reasonable adjustment.

Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request.

ASSESSMENT DELIVERY

Submission of assessments

Learners will undertake assessments the multiple choice examination at the end of the course.

Grading

This qualification and its assessment are graded as pass/fail only. There are no opportunities to achieve higher grades. In order to achieve a pass in the qualification, learners must achieve a pass in the assessment.

Results

Externally marked assessments are marked automatically by the CTQ system, applying pre-agreed pass marks that are consistent with qualifications offered by other awarding organisations.

Invigilation and administration of examinations

Centres are required to ensure that the multiple-choice examinations are effectively administered and invigilated, adhering to the requirements set out in the **CTQ Controlled Assessment and Invigilation Instructions** policy. Learners must not confer during the examination and no resources (eg text books) will be permitted.

The Trainer/Assessor is permitted to carry out invigilation of up to 15 learners.

There are two cases where a learner may take their MCQ test on paper, either due to a reasonable adjustment or due to a technical failure.

As the individualised exam paper is generated for each learner at the point of scheduling the assessment, Centres will be able to print out a hard copy version of the questions issued against that learners record from the CTQ system. Printed questions and completed paper-based papers must be kept in sealed envelopes and stored securely, following the guidelines in the **CTQ Controlled Assessment and Invigilation Instructions** policy.

Centre internal quality assurance

Centres are required to implement quality assurance measures to ensure reliability and consistency of assessment decisions. This includes standardisation and verification of assessment decisions.

Standardisation activities could include peer review/shadowing, through online training events using videos of assessments or face to face standardisation sessions. The purpose of standardisation is to put edge case scenarios in front of the assessors and get them to agree on the right assessment decision (pass/fail).

Verification activities could include observation (in person, over video call or of video recordings) and sampling of evidence. The purpose of verification is to check that assessors are making the correct assessment decisions with learners.

Centres must retain all learner documents and records for a period of 3 years and make sure these are available for review by CTQ.

CENTRE ASSESSMENT STANDARDS SCRUTINY (CASS)

CTQ operate a system of ongoing monitoring, support and feedback for approved centres, using a risk-based model to decide the frequency and type of external quality assurance activity. The overall risk is a combination of a qualification risk rating and a centre risk rating.

This qualification has been rated as **low risk**.

The validity of the MCQ assessment centres around ensuring that trainers have the required knowledge to deliver the content, and then the invigilation of the assessment.

In order to assure this, CTQ will approve all trainers that deliver this qualification:

- At qualification approval all trainers will be checked to ensure they have the correct qualifications and experience to deliver the qualification.
- Centres are required to keep CTQ informed of any new trainers who will need to be approved by CTQ before they may deliver the qualification.
- CTQ will monitor qualification expiry dates for Centre trainers and should a trainer's qualification become out of date they will not be permitted to deliver until they have re-qualified.
- CTQ provides training for trainers/invigilators before they deliver the qualification.

As centre invigilators are responsible for administering the MCQ exam, CTQ will approve all centre invigilators:

- At the point of qualification approval centres will be checked to ensure that they have the correct experience and resources to deliver the MCQ assessment.
- Centres are required to keep CTQ informed of all invigilators and any new staff will need to be approved by CTQ before they may invigilate the qualification.
- CTQ provides training for trainers/invigilators before they deliver the qualification.

CTQ will carry out spot checks of exam delivery and invigilation.

All CTQ approved Centres will receive a minimum of two interactions per year, depending on their size and risk rating. These will focus on IQA, standardisation and the implementation of Centre's policy and procedure.

ASSESSMENT REGULATIONS

DEADLINES

Assessments are completed during the training course.

EXTENSIONS

Extensions are not permissible as all assessments are completed during the training course.

LATE SUBMISSION

Late submissions are not permissible as all assessments are completed during the training course.

REFERRAL

For multiple choice examinations:

- Where a learner does not meet the pass mark on an examination, their assessment will be returned as a 'refer'. Learners will receive their grade only.
- Learners are permitted to revise and resit the whole assessment.

RESUBMISSION (2ND ATTEMPT)

If a learner is unsuccessful with the multiple-choice examination, they can have a second attempt. This should be completed on the assessment day.

If a learner fails a second attempt, with or without additional training, they will have failed the qualification and will not be able to resit the assessment.

RETAKE

Where a second re-submission is not permitted, or where permitted but the learner fails to meet the assessment criteria on the second re-submission, then the learner will be deemed to have failed to achieve the qualification.

Where a learner fails to achieve the qualification, they are permitted to take the course again. This will require payment of the appropriate enrolment fee, attendance at the training and completion of new assessments, regardless of their previous performance.

POLICIES

This section summarises the policies in each of the areas below. Full details of policies and procedures are available on the CTQ website.

REASONABLE ADJUSTMENTS

CTQ endeavours to ensure that the assessment requirements and methods used are sufficiently flexible to enable the widest range of learners to access its qualifications.

However, we must also ensure that the arrangements we allow will be valid and reliable, designed to accurately reflect learner competence and meet the learning outcomes and assessment criteria of the qualifications. We must also ensure that learners are not given either a real, or a perceived, unfair advantage.

For this qualification, learners who have a disability, learning or communication difficulties may request a reasonable adjustment from their centre during the period of training by following the process set out in the **CTQ Reasonable Adjustments and Special Considerations Policy**.

Learners may apply for a reasonable adjustment for MCQ assessment.

Full details can be found in the **CTQ Reasonable Adjustments and Special Considerations Policy**.

SPECIAL CONSIDERATION

Special consideration may be given to learners in instances that could not have been predicted, or were outside the learner's control, which may have impacted on their performance in an assessment. Learners may apply under the Reasonable Adjustments and Special Considerations Policy. Special consideration may only be granted where the event occurred during the period that an assessment was assigned.

ENQUIRIES ABOUT RESULTS: CTQ-MARKED ASSESSMENTS

We recognise that a learner may wish to query or challenge the grade awarded for their assessment, normally in cases where the results vary considerably from those expected.

A centre may make an enquiry about a test or assessment result on behalf of one or more learners. Learners should discuss their case with the centre before the request is made. It is only possible to request an enquiry for an assessment that is marked by CTQ.

A request can be made for an 'assessment review' check. A fixed fee is charged when a request is made for this service. The fee is refunded if the outcome of the test or assessment is changed as a result of the enquiry.

Full details can be found in the **CTQ Enquiry and Appeals Policy**.

MALPRACTICE AND MALADMINISTRATION

Any suspected incidence of malpractice or maladministration will be fully investigated in accordance with the **CTQ Malpractice and Maladministration Policy**.

In relation to learners, the nature of the assessments require application of skills and knowledge, and so the risk of plagiarism from external sources is limited. There is a risk of plagiarism by copying previously submitted work, or getting another individual to complete or assist the assessment.

To minimise plagiarism by learners all knowledge assessments must be invigilated by a member of centre staff, and practical assessments are observed by the assessor. CTQ reserve the right to observe assessments, which sometimes may be unannounced.

APPEALS

An appeal can be made about:

- the results of assessments (if the centre's internal appeals procedure is exhausted or the appeal is against an external assessment decision, learners may appeal to CTQ but only on the basis that the centre or CTQ did not apply procedures consistently or that procedures were not followed properly and fairly).
- decisions regarding reasonable adjustments
- decisions regarding special consideration
- decisions relating to any action to be taken following an investigation into malpractice
- decisions relating to a complaint

Full details can be found in the **CTQ Enquiry and Appeals Policy**.

MANDATORY UNITS

SPEY1: SAFEGUARDING AND PROTECTING EARLY YEARS CHILDREN

Level	2
Guided Learning Hours (GLH)	6
Sector Subject Area (SSA)	Health and social care

UNIT SUMMARY

This unit will provide learners with knowledge of early years safeguarding, including key legislation like Working Together to Safeguard Children and Prevent Duty Guidance. They'll understand British values, know how to distinguish safeguarding from child protection, address online safety, recognise abuse types and indicators, handle disclosures, and access local children's services.

LEARNING OUTCOMES

- 1 Know the principles of safeguarding for children, infants and early years
- 2 Know about safeguarding concerns and indicators
- 3 Know their safeguarding responsibilities within an early years setting

A full and detailed syllabus is available to approved Centres.

APPENDIX 1 – ASSESSMENT MAPPING

Unit	Learning Outcome			Topic area	Syllabus content		Assessment
	1. Know the principles of safeguarding for children, infants and early years	2. Know about safeguarding concerns and indicators	3. Know their safeguarding responsibilities within an early years setting				Multiple choice exam
SPEY1: Safeguarding and Protecting Early Years Children	X			Legislation	SPEY01-01	Key legislation and guidance specific to early years	X
	X				SPEY01-02	Working together to Safeguard Children (2023)	X
	X				SPEY01-03	The differences between safeguarding and child	X
	X				SPEY01-04	Prevent duty and British values	X
	X				SPEY01-05	Online safety for early years	X
	X			Suitability of Adults Working with Children	SPEY02-01	Know about what behaviours may cause concern for	X
	X				SPEY02-02	Understand individual responsibilities to share	X
	X				SPEY02-03	Understand the role of the LADO and how to contact	X
			X	Employer and Individual Responsibilities	SPEY03-01	Know about employer's responsibilities	X
			X		SPEY03-02	Understand individual responsibilities	X
			X		SPEY03-03	Recording indicators of abuse	X
		X		Types of Safeguarding Concerns	SPEY04-01	Know the main types of abuse	X
		X			SPEY04-02	Know the main indicators of abuse	X
		X			SPEY04-03	Know about other safeguarding concerns	X
			X	Responding to a Safeguarding Concern	SPEY05-01	Know how to handle a disclosure or concern	X
			X		SPEY05-02	Know about Children's Services / Social Care	X

APPENDIX 3 – SUBJECT SPECIFIC QUALIFICATIONS FOR CENTRE STAFF

All Trainers and Internal Quality Assurers must have occupational knowledge and competence in Safeguarding.

This may be evidenced by:

- Holding a regulated **Safeguarding** qualification at Level 3 or higher

Or

- Holding a regulated Level 3 certificate or diploma qualification in a related subject, which must have an element of safeguarding such as: Health & Social Care, Childcare or Playwork

Or

- Holding a degree in a related subject, which must have an element of safeguarding such as: Health & Social Care, Childcare or Playwork

Or

- Current registration as a Social Worker, Doctor (with GMC), Nurse (with NMC) or Paramedic (with HCPC) with up-to-date safeguarding CPD

Or

- Verifiable experience as a safeguarding Officer (a statement of relevant experience in a safeguarding role or a reference may be required)

APPENDIX 4 – TEACHING, ASSESSING AND QUALITY ASSURANCE QUALIFICATIONS FOR CENTRE STAFF

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train	Assess
Current qualifications (available for new trainers/assessors to take)		
Level 3 Award in Education and Training	✓	✓
Level 4 Certificate in Education and Training	✓	✓
Level 5 Diploma in Education and Training	✓	✓
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	✓	✓
Cert Ed/PGCE/B Ed/M Ed	✓	✓
SVQ 3 Learning and Development SCQF Level 8	✓	✓
SVQ 4 Learning and Development SCQF Level 9	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	✓	✓
Planning and Delivering Training sessions to Groups SCQF Level 6 (SQA Unit)	✓	✓
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	✓	✓
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	✓	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		✓
Level 3 Award in Assessing Competence in the Work Environment		✓

Level 3 Award in Assessing Vocationally Related Achievement		✓
Level 3 Award in Understanding the Principles and Practices of Assessment		✓
Level 3 Certificate in Assessing Vocational Achievement		✓
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		✓
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		✓

Other acceptable qualifications:		
CTLLS/DTLLS	✓	✓
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	✓
Further and Adult Education Teacher's Certificate	✓	✓
IHCD Instructional Methods	✓	✓
IHCD Instructor Certificate	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	✓
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PTLLS (6 credits)	✓	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	✓	
Training Group A22, B22, C21, C23, C24	✓	

Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		✓
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		✓
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		✓
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓

Qualifications suitable for Internal Quality Assurance

This list is not exhaustive but provides a guide to acceptable IQA qualifications.

IQAs who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an Awarding Organisation.

- L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
- Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- VI Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
- Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)

