



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Award in Education and Training (RQF)

Qualification Number: 601/1831/3

Version 9.1

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 9.1	Updated legislation and guidance in line with sector developments. Minor amendments to formatting and spelling, punctuation and grammar for clarity. Amendment to EQA guidance for clarity.

Introduction

Welcome to TQUK

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

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

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

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

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

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

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

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

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

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

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 3 Award in Education and Training (RQF) is an introductory, knowledge-based teaching qualification which can be undertaken by individuals who are not yet in a teaching role (pre-service), or are currently teaching (in-service). However, there is a minimum requirement to take part in microteaching. Microteaching is an activity where trainee teachers prepare and deliver a short teaching and learning session to their peers and then evaluate their practice.

The qualification is suitable for individuals who:

- are not yet in a teaching role (pre-service)
- are in a teaching role, or who have just started a teaching role (in-service)
- want a short qualification
- have the potential to study at this level, which has the same level of demand as that of study for A-levels
- want a qualification without a minimum teaching practice requirement
- may have already achieved some Learning and Development units that can be brought forward into this teaching qualification (known as QCF equivalents).

The TQUK Level 3 Award in Education and Training (RQF) is regulated by Ofqual.

The qualification was supported by the Learning and Skills Improvement Service (LSIS) prior to its closure (in July 2013).

Qualification Purpose

The TQUK Level 3 Award in Education and Training (RQF) is an introductory teaching qualification, which prepares learners for teaching or training in a wide range of contexts. It does not develop competence, as learners are not required to be in a teaching position. The qualification is suitable for individuals who wish to teach in the Further Education and Skills Sector and forms a foundation for those with little or no previous experience of teaching or training.

Some units from the archived Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed in the trainee teacher's place of work. More detail can be found in the 'structure of the qualification' section.

Entry Requirements

The qualification is suitable for learners of 19 years of age and above

There are no specific entry requirements and learners do not need to have teaching practice hours to achieve the qualification.

There may be a requirement, by a learner's employer for them to hold a current DBS Certificate if they currently or intend to work with learners who are covered by the DBS regulations. It is the learner's responsibility to seek advice from their employer regarding this, along with attending any necessary safeguarding information events.

Centres are responsible for ensuring the qualification is appropriate for the age and ability of the learners.

Progression

Successful learners can progress to other teaching, training, assessment and internal quality assurance qualifications such as:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 4 Award in Understanding the Internal Quality Assurance Of Assessment Processes and Practice
- 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

Structure

Learners must achieve a minimum of 12 credits from three mandatory unit groups.

Group A is mandatory; Groups B and C contain optional units, some of which are taken from the Learning and Development qualification.

Group A - 3 credits

Group B – a minimum of 6 credits

Group C – a minimum of 3 credits

	Units	Unit no.	Level	Guided Learning Hours	Credit value
Group A					
1	Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	12	3
Group B: (6 credits from this group)					
2	Understanding and using inclusive learning and teaching approaches in education and training	D/505/0052	3	24	6
3	Facilitate learning and development for individuals (Learning and Development unit)	J/502/9549	3	25	6
4	Facilitate learning and development in groups	F/502/9548	3	25	6

	Units	Unit no.	Level	Guided Learning Hours	Credit value
	(Learning and Development unit)				
Group C (3 credits from this group)					
5	Understanding assessment in education and training	R/505/0050	3	12	3
6	Understanding the principles and practices of assessment (Learning and Development unit)	D/601/5313	3	24	3

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 120 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 48.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

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

Sample assessment tasks and assignments for the three core units are available, which are cross referenced to the assessment criteria. Sample answers are also provided.

If centres prefer to devise and use their own assessment activities, these must be agreed in advance with TQUK to ensure they meet the qualification requirements. Guidance on word counts is not

provided, however, centres can impose these if they wish, learners should be encouraged to be specific and concise when answering all questions. Learners can answer in any tense they prefer.

The sample answers are to aid the assessor's interpretation of the qualification requirements. They are not to be given to learners and are a guide only. Assessors should use their professional judgement when marking learner answers, as other responses could be acceptable providing they meet the assessment criteria.

The questions in the assignments are the same as in the assessment tasks (but in a different order); therefore, assessors could also use the assessment task sample answers.

Assignments are not provided for the Learning and Development units.

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

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

The microteach session and teaching practice

Learners must be involved in at least one hour of microteaching. Each learner must deliver at least one 15-minute microteaching session, which is observed and assessed by a member of the centre staff team.

For the additional 45 minutes, learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

Learners can deliver a one-to-one training session, providing they meet the requirements of the qualification.

There is no requirement for learners to use an icebreaker, agree ground rules, or embed English, maths and ICT during their micro teach session.

Teaching practice must be observed and assessed by a member of the centre staff team as part of the unit Understanding and Using inclusive Teaching and Learning Approaches in Education and Training.

Skype or other live media can be used in circumstances where the observer and learner cannot be present in the same room. The observer must check the identification of the learner prior to their delivery. Technical support should be available in case of any problems.

It is good practice to visually record the micro teach session for learners to view in their own time to aid the self-evaluation process, however, this is not mandatory. The sessions can also be viewed by the IQA and EQA to aid the quality assurance process.

Learners who are currently teaching or training can be observed and assessed with their own learners in their place of work, instead of being involved with the micro teach sessions. If this is the case, the practice must total one hour. The micro teach session must be observed and assessed by a member of the delivery/assessment team, appointed by the approved centre.

If learners are taking either of the units from the Learning and Development qualification, they must undertake practice and be observed and assessed by a member of the centre staff team, in their place of work, for the following units:

- Facilitate learning and development for individuals
- Facilitate learning and development in groups

There is no minimum number of hours of practice but it should be in the appropriate context with either groups of learners, or individual learners. Centres must design and use suitable observation and feedback forms which address the criteria of the units.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

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

Initial Assessment

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

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

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners.

Tutor, Assessor and Internal Quality Assurer Requirements

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

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

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

Tutor

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

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

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

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

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

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

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

Excellence Gateway <http://www.excellencegateway.org.uk/>

National Research and Development Centre for Adult Literacy and Numeracy www.nrdc.org.uk

Department for Education <http://www.education.gov.uk/>

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

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

Learning Aim Reference Service (LARS)

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

Department for the Economy <https://www.economy-ni.gov.uk/> or

Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Reading list for learners

- Castle P & Buckler S (2009) *How to be a Successful Teacher* London SAGE Publications Ltd
- Gravells A (2013) *The Award in Education and Training* London Learning Matters
- Gravells A (2013) *Passing Assessments for The Award in Education and Training* London Learning Matters
- Gravells A (2012) *Achieving your TAQA Assessor and Internal Quality Assurer Award* Exeter Learning Matters
- Gravells A & Simpson S (2012) *Equality and Diversity in the Lifelong Learning Sector (2nd Edn)* London Learning Matters
- Gravells A (2012) *What is Teaching in the Lifelong Learning Sector?* London Learning Matters
- Kidd W & Czerniawski G (2010) *Successful Teaching 14-19* London SAGE Publications Ltd
- Ofqual (2009) *Authenticity – A Guide for Teachers*. Coventry: Ofqual.
- Peart S & Atkins L (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector* Exeter Learning Matters Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Read H (2011) *The Best Assessor's Guide* Bideford Read On Publications
- Reece I and Walker S (2007) *Teaching, Training and Learning: A Practical Guide (6th Ed)* Tyne & Wear Business Education Publishers
- Vizard D (2012) *How to Manage Behaviour in Further Education* London Sage Publications Ltd
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Edn)* Exeter Learning Matters

Website list for learners

- Ann Gravells Ltd – www.anngravells.co.uk (teaching information and resources)
- Assessment tools library (literacy, numeracy, ESOL, dyslexia) - <http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary>
- Brainboxx teaching resources - www.brainboxx.co.uk
- Educational Theory – www.businessballs.com
- Equality and Diversity Forum – www.edf.org.uk
- Initial Assessment Tools – www.toolslibrary.co.uk
- Institute for Learning - www.ifl.ac.uk
- Learning Styles – www.vark-learn.com
- National Institute of Adult Continuing Education - www.niace.org.uk
- Plagiarism - <http://plagiarism.org>
- Post Compulsory Education and Training Network – www.pcet.net

Qualifications and Credit Framework (QCF) – <http://www.ofqual.gov.uk/qualifications-andassessments/qualification-frameworks/>

Teaching resources - <http://excellence.qia.org.uk/golddust/>

[Teachers' Standards guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Professional Standards for Teachers and Trainers \(et-foundation.co.uk\)](http://et-foundation.co.uk)

Group A

Title:		Understanding roles, responsibilities and relationships in education and training H/505/0053	
Level:		3	
Credit value:		3	
Guided learning hours:		12	
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
<p>Recommended content for the delivery of this unit</p> <p>The teacher's role and responsibilities, for example:</p> <ul style="list-style-type: none">• acting professionally and with integrity• attending meetings and standardisation activities• carrying out relevant administrative requirements• communicating appropriately and effectively with learners and others• completing attendance records/registers• maintaining a safe, positive and accessible learning environment for learners and others• maintaining records and confidentiality• partaking in quality assurance processes• support learners and ensure learning is taking place• teaching and training in an inclusive, engaging and motivating way <p>Legislation, regulatory requirements and codes of practice, for example:</p> <ul style="list-style-type: none">• Copyright Designs and Patents Act (1988)• Data Protection Act (2018)• Freedom of Information Act (2000)• Health and Safety at Work etc Act (1974)• Safeguarding Vulnerable Groups Act (2006)• Keeping children safe in education (2023)• Education Act (2002)• Working together to safeguard children (2023)• Prevent duty guidance• Control of Substances Hazardous to Health (COSHH) Regulations (2002) for subjects which include the use of chemicals and hazardous materials• Food Safety and Hygiene (England) Regulations (2013) for subjects which include the use of food• Health and Safety (Display Screen Equipment) Regulations (1992) for subjects which include the use of computer screen• Manual Handling Operation Regulations (1992) for subjects which include the lifting and carrying of items• Teachers' Standards• Professional Standards for Teachers and Trainers <p>Codes of practice such as: Acceptable use of information technology, Timekeeping, Dress, Equality and Diversity, for example: The Equality Act (2010)</p> <p>Ways to promote differentiation, inclusion, equality and diversity, for example, by:</p> <ul style="list-style-type: none">• agreeing ground rules with learners• challenging prejudice, discrimination and stereotyping as it occurs• facilitating discussions regarding cultural topics, popular television programmes and relevant news stories• organising the environment to enable ease of access around any obstacles• producing resources in different formats i.e. hard copy and/or electronic			

- using naturally occurring opportunities to explore aspects such as Ramadan or Chinese New Year
- using resources which reflect different abilities, ages, cultures, genders and races

Identifying and meeting individual learner needs, for example:

- identifying needs: information, advice and guidance (IAG) interview, communicating with the learner prior to commencement, as part of the initial assessment process, during discussions at the interview stage, tutorial reviews
- needs: dyslexia, English as a second or other language, financial issues, health concerns, transport problems etc
- meeting needs: to improve motivation, attendance, progress and achievement by providing additional support, and/or referring learners to appropriate people or agencies

Maintaining a safe and supportive learning environment, for example:

- ensuring the physical, social and learning aspects are appropriate, accessible and suitable
- health and safety
- safeguarding
- Appropriate behaviour and respect, for example:
 - being honest, reliable and trustworthy
 - challenging and managing inappropriate behaviour
 - communicating appropriately
 - encouraging politeness and consideration towards others
 - leading by example
 - liaising and working with others in a professional manner
 - listening to others' points of view
- to create an appropriate atmosphere in which learning can effectively take place 
 - valuing others' opinions

Working with other professionals, for example:

- administration staff
- assessors
- internal and external quality assurers
- health and safety officers
- learning support staff
- managers
- reprographics staff
- support workers
- technicians

Boundaries, for example:

- knowing the boundaries of the teaching role i.e. knowing where the teaching role stops and not overstepping it
- not doing something which is part of someone else's role
- not blurring the teaching role with a supportive and/or assessment or other role
- not putting the professional role under pressure from managers, targets or funding

Points of referral to meet individual needs, for example:

- local library or internet café, specialist colleagues and/or training programmes

- relevant support agencies, telephone helplines, Citizens Advice Bureau
- health centres, general practitioners, hospitals
- National Careers Service
- Specialist staff internal or external to the organisation

Group B

Title:		Understanding and using inclusive teaching and learning approaches in education and training D/505/0052	
Level:		3	
Credit value:		6	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand inclusive teaching and learning approaches in education and training	1.1	Describe features of inclusive teaching and learning
		1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs
		1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2.	Understand ways to create an inclusive teaching and learning environment	2.1	Explain why it is important to create an inclusive teaching and learning environment
		2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs
		2.3	Explain ways to engage and motivate learners
		2.4	Summarise ways to establish ground rules with learners
3.	Be able to plan inclusive teaching and learning	3.1	Devise an inclusive teaching and learning plan
		3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs

4.	Be able to deliver inclusive teaching and learning	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs
		4.2	Communicate with learners in ways that meet their individual needs.
		4.3	Provide constructive feedback to learners to meet their individual needs.
5.	Be able to evaluate the delivery of inclusive teaching and learning	5.1	Review the effectiveness of own delivery of inclusive teaching and learning.
		5.2	Identify areas for improvement in own delivery of inclusive teaching and learning.

Recommended content for the delivery of this unit

Features of inclusive teaching and learning, for example:

- ascertaining individual needs, learning preferences and goals
- challenging stereotyping, discrimination and prejudice as it occurs
- differentiating activities to address individual differences; for example, different abilities and levels
- ensuring the environment is accessible to all learners
- identifying where modifications or changes are needed to equipment or activities
- recognising and valuing individual learner contributions and achievements
- using a wide range of teaching, learning and assessment approaches based upon learner needs
- using resources and materials which positively promote all aspects of community and society, equality and diversity

Strengths and limitations of teaching and learning approaches, for example, those applicable to:

- demonstrations
- discussions
- distance, open or e-learning
- group work
- instruction
- practical activities
- presentations
- questions and answers
- research
- role plays
- seminars
- technology based teaching and learning

Opportunities for English, maths, ICT and wider skills, for example:

The reasons i.e. to enable learners to function confidently, effectively and independently in their personal and professional lives

English: reading, writing, listening, speaking, discussing

Maths: approximations, estimations, calculations, measurements

ICT: using smart phones, computers, tablets, laptops etc for e-mail, web-based research, social networking, watching videos, using presentation packages, word processors, spreadsheets, databases for projects, virtual learning environments (VLE) for accessing and submitting resources, materials and assignments

Wider skills: group work and activities to promote: Citizenship, Employability, Enterprise, Social Responsibility, Sustainability, Working with Others, Problem Solving, Improving own Learning and Performance

Creating an inclusive teaching and learning environment, for example, by:

- actively including all learners, and differentiating for abilities, levels, learning preferences and individual needs
- conveying passion and enthusiasm for the subject
- establishing a purposeful learning environment where all learners feel safe, secure, confident and valued
- following policies and procedures for example health and safety, equality and diversity
- giving appropriate support
- motivating learners
- understanding challenges, barriers and attitudes to learning
- using a range of different resources to meet the needs of all learners
- using effective teaching, learning and assessment approaches

Resources, for example:

- handouts, working models, interactive whiteboards, ICT, flipcharts, videos, text books, people i.e. visiting speaker etc
- how they can meet individual learner needs

Assessment approaches, for example:

- assignments
- case studies
- observations
- puzzles and quizzes
- questions: oral and written
- tests and exams

Engaging and motivating learners, for example, by:

- asking open questions
- being aware of attention-span time limits
- giving ongoing constructive, supportive and developmental feedback
- giving praise and encouragement
- setting realistic aims and objectives

- stretching learners' potential
- supporting those who need it
- treating learners with respect and as individuals
- using activities to get learners actively working together
- varying teaching, learning and assessment approaches to reach all learning preferences

Establishing ground rules, for example, by:

- activities, discussions, group work, icebreakers, role plays etc
- deciding and agreeing what is negotiable and non-negotiable
- listing ground rules such as switching off electronic devices, arriving on time, respecting others etc

Planning the microteach session, for example, by:

- creating an inclusive teaching and learning plan (session plan) to include:
- details of learners, the venue, date, time and subject/topic
- realistic aims and objectives
- teaching, learning and assessment approaches
- resources
- appropriate timings for all activities

Delivering the microteach session, for example, by:

- using teaching, learning and assessment approaches to meet individual learner needs
- communicating effectively with learners
- assessing individual learning and achievement
- providing constructive feedback

Evaluating the microteach session, for example, by:

- reflecting on progress and development
- reviewing the effectiveness of the delivery
- identifying areas for improvement

Additional Assessment requirements

There is a microteaching requirement for this unit.

Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the centre's delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Alternatively, in-service learners can be observed in their place of work for one hour.

Title:		Facilitate learning and development for individuals J/502/9549	
Level:		3	
Credit value:		6	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand principles and practices of one-to-one learning and development	1.1	Explain purposes of one-to-one learning and development
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals
		1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development
		1.5	Explain how to overcome individual barriers to learning
		1.6	Explain how to monitor individual learner progress
		1.7	Explain how to adapt delivery to meet individual learner needs
2.	Be able to facilitate one-to-one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
		2.2	Implement activities to meet learning and/or development objectives
		2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development

3.	Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
		3.2	Explain benefits to individuals of applying new knowledge and skills
4.	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals
		4.2	Review individual responses to one-to-one learning and/or development
		4.3	Assist individual learners to identify their future learning and/or development needs

Additional assessment requirements

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 for these outcomes.

The unit relates to Learning and Development National Occupational Standards, Standard 7: Facilitate individuals' learning and development

Title:		Facilitate learning and development in groups F/502/9548	
Level:		3	
Credit value:		6	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development
		1.2	Explain why delivery of learning and development must reflect group dynamics
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups
		1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
		1.5	Explain how to overcome barriers to learning in groups
		1.6	Explain how to monitor individual learner progress within group learning and development activities
		1.7	Explain how to adapt delivery based on feedback from learners in groups
2.	Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives
		2.2	Implement learning and development activities to meet learning objectives

		2.3	Manage risks to group and individual learning and development
3.	Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
		3.2	Provide feedback to improve the application of learning
4.	Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners
		4.2	Review individual responses to learning and development in groups
		4.3	Assist learners to identify their future learning and development needs

Additional assessment requirements

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.

The unit relates to Learning and Development National Occupational Standards, Standard 6: Manage learning and development in groups

Group C

Title:		Understanding assessment in education and training R/505/0050	
Level:		3	
Credit value:		3	
Guided learning hours:		12	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand types and methods of assessment used in education and training	1.1	Explain the purposes of types of assessment used in education and training
		1.2	Describe characteristics of different methods of assessment in education and training
		1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
		1.4	Explain how different assessment methods can be adapted to meet individual learner needs
2.	Understand how to involve learners and others in the assessment process	2.1	Explain why it is important to involve learners and others in the assessment process
		2.2	Explain the role and use of peer and self-assessment in the assessment process
		2.3	Identify sources of information that should be made available to learners and others involved in the assessment process
3.		3.1	Describe key features of constructive feedback

	Understand the role and use of constructive feedback in the assessment process	3.2	Explain how constructive feedback contributes to the assessment process
		3.3	Explain ways to give constructive feedback to learners
4.	Understand requirements for keeping records of assessment in education and training	4.1	Explain the need for keeping records of assessment of learning
		4.2	Summarise the requirements for keeping records of assessment in an organisation

Recommended content for the delivery of this unit

Types of assessment, for example:

- initial, diagnostic, formative, holistic, summative

Methods of assessment, their strengths and limitations, and how they can be adapted to meet individual needs, for example, those applicable to:

- assignments
- case studies
- discussions
- essays
- exams
- gapped handouts
- observations
- puzzles and quizzes
- questions: oral and written
- tests and exams

Involving learners and others in the assessment process, for example, by:

- ensuring learners are fully briefed and agree to appropriate activities and target dates
- taking individual learner needs into account
- ascertaining and building on prior learning and experience
- enabling the learner to discuss what progress they are making
- involving others who are associated with the learner, for example, other assessors, workplace supervisors etc, to ensure they are aware of progress and achievement

Peer and self assessment, for example:

- peer assessment involves a learner assessing another learner's progress
- self-assessment involves a learner assessing their own progress
- the advantages and disadvantages of both
- encouraging learners to make decisions about what has been learnt so far, take responsibility for their learning and become involved with the assessment process

Sources of information for learners and others, for example:

- the standards, qualification, job role or units to be assessed

- assessment plans
- feedback records
- websites, text books and journals
- progress and achievement records

Constructive feedback, for example key features such as:

- using the learner's name
- asking the learner how they feel they have done, before telling them
- giving specific feedback regarding what was and what wasn't achieved
- making feedback a two way process to allow a discussion to take place
- being aware of body language
- setting new targets or action points

How feedback contributes to the assessment process by:

- enabling learners to know what progress they have made, what they have achieved and any action that may be required
- creating opportunities for clarification and discussion
- emphasising progress rather than failure
- helping improve confidence and motivation
- identifying further learning opportunities

Ways to give feedback such as:

- formally, informally
- directly, indirectly
- constructive, destructive
- objective, subjective
- evaluative, descriptive

Assessment records, for example:

- achievement dates and grades
- assessment plans
- assessment feedback records
- authentication declarations/statements
- initial and diagnostic assessment results
- learning preference results
- observation checklists
- progress reviews
- records of questions and responses

The need to keep records of assessment for example:

- to show an audit trail of progress and achievement
- in case of an appeal
- for internal and external quality assurance purposes
- for funding purposes
- to comply with relevant legislation, policies and procedures

Title:		Understanding the principles and practices of assessment D/601/5313	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
		1.2	Define the key concepts and principles of assessment
		1.3	Explain the responsibilities of the assessor
		1.4	Identify the regulations and requirements relevant to assessment in own area of practice
2.	Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3.	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
		3.2	Evaluate the benefits of using a holistic approach to assessment
		3.3	Explain how to plan a holistic approach to assessment
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
		3.5	Explain how to minimise risks through the planning process

4.	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
		4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5.	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic, and • current
		5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable, and • fair
6.	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
		6.2	Summarise quality assurance and standardisation procedures in own area of practice
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7.	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment
		7.2	Explain how feedback and questioning contribute to the assessment process

8.	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
		8.2	Explain the contribution that technology can make to the assessment process
		8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
		8.4	Explain the value of reflective practice and continuing professional development in the assessment process
This unit relates to the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement			