



Highfield Level 3

Award in Education and Training (RQF)



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Qualification Specification

Key Facts

Qualification Number: 601/1636/5

Learning Aim Reference: 60116365

Credit Value: 12

Assessment Method: Portfolio of evidence

Guided learning hours (GLH): 48 GLH

Total qualification time (TQT): 120

Useful Websites

www.et-foundation.co.uk/
www.excellencegateway.org.uk/

Qualification overview and objective

The Level 3 Award in Education and Training (RQF) has been designed to provide an introduction to teaching for individuals who would like to work or currently work within FE Colleges, Independent Training Providers and/or Local Authorities.

It can meet the needs of a range of trainee teachers, such as:

- Individuals not currently teaching or training – achievement of the qualification does not require practice other than microteaching, unless units from the Learning and Development suite of qualifications are selected;
- Individuals currently teaching and training, including those new to the profession – although the qualification does not require practice (see explanation above), opportunities may be made available to observe and provide feedback on a trainee teacher’s practice; and
- Individuals currently working as assessors, who wish to achieve a qualification that provides an introduction to teaching.

The objective of the qualification is to support a role in the workplace and prepare learners to progress to a qualification in the same subject area but at a higher level. The qualification is supported by the Education and Training Foundation.

Qualification regulation and support

The Level 3 Award in Education and Training (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Structure

Entry Requirements

In order to complete this qualification, learners are required to:

- Be a minimum of 19 years of age.
- There are no other prerequisites for these qualifications. Although it is advised that learners already hold a level 2 qualification, as well as a GCSE pass in English & Maths
- These qualifications are suitable for learners in England, Wales or Northern Ireland

Guidance on Delivery

The course will be delivered over 5 weeks, 2-hour live webinar each week, with dedicated learning & skills coach.

Progression Opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 4 Certificate in Education and Training (RQF)

Guidance on Assessment

This qualification is assessed by a portfolio of evidence which must cover all assessment criteria of the units selected. The portfolio of evidence will be assessed and internally quality assured by the Highfields.



Appendix 1: Qualification structure

In order to achieve the Level 3 Award in Education and Training (RQF) learners must achieve a minimum of 12 credits overall. In order to complete this, learners must achieve the following rules of combination:

- Mandatory Group A - 3 credits must be achieved from this group;
- Optional Group B - 6 credits must be achieved from this group; and
- Optional Group C - 3 credits must be achieved from this group.

Mandatory Group A - Learners must achieve 3 credits from this group.			
<i>Unit Reference</i>	<i>Unit Title</i>	<i>Level</i>	<i>Credit</i>
(H/505/0053)	Understanding roles, responsibilities and relationships in education and training	3	3
Optional Group B - Learners must achieve a minimum of 6 credits from this group.			
(D/505/0052)	Understanding and using inclusive teaching and learning approaches in education and training	3	6
(J/502/9549)	Facilitate learning and development for individuals (Learning and Development unit)	3	6
(F/502/9548)	Facilitate learning and development in groups (Learning and Development unit)	3	6
Optional Group C - Learners must achieve a minimum of 3 credits from this group.			
(R/505/0050)	Understanding assessment in education and training	3	3
(D/601/5313)	Understanding the principles and practices of assessment (Learning and Development unit)	3	3

Appendix 2: Qualification content | Mandatory Group A

Unit 1: Understanding roles, responsibilities and relationships in education and training

The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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.

Appendix 2: Qualification content | Optional Group B

Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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.

Appendix 2: Qualification content | Optional Group B

Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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

Additional unit guidance

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 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.

Trainee teachers who are currently teaching may prefer to use their practice instead of microteaching to meet the requirement of this unit.

Appendix 2: Qualification content | Optional Group B

Unit 3: Facilitate learning and development for individuals

The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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.

Appendix 2: Qualification content | Optional Group B

Unit 3: Facilitate learning and development for individuals

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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 unit guidance

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in a real work environment. Simulations, projects or assignments are not allowed for these outcomes.

Appendix 2: Qualification content | Optional Group B

Unit 4: Facilitate learning and development in groups

The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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.

Appendix 2: Qualification content | Optional Group B

Unit 4: Facilitate learning and development in groups

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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 group 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 unit guidance

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in a real work environment. Simulations, projects or assignments are not allowed.

Appendix 2: Qualification content | Optional Group C

Unit 5: Understanding assessment in education and training

The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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. Understand the role and use of constructive feedback in the assessment process.	3.1 Describe key features of constructive feedback. 3.2 Explain how constructive feedback contributes to the assessment process. 3.3 Explain ways to give constructive feedback to learners.

Appendix 2: Qualification content | Optional Group C

Unit 5: Understanding assessment in education and training

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
4. Understand requirements for keeping records of assessment in education and training.	4.1 Explain the need to keep records of assessment of learning. 4.2 Summarise the requirements for keeping records of assessment in an organisation.

Appendix 2: Qualification content | Optional Group C

Unit 6: Understanding the principles and practices of assessment

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
1. Understand the principles and requirements of assessment.	1.1 Explain the functions 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.

Appendix 2: Qualification content | Optional Group C

Unit 6: Understanding the principles and practices of assessment

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
4. Understand how to involve learners and others in assessment.	4.1 Explain why it is important to involve 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.

Appendix 2: Qualification content | Optional Group C



Unit 6: Understanding the principles and practices of assessment

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
<p>6. Understand quality assurance of the assessment process.</p>	<p>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.</p>
<p>7. Understand how to manage information relating to assessment.</p>	<p>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.</p>
<p>8. Understand the legal and good practice requirements in relation to assessment.</p>	<p>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.</p>