



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 3 Award in Education and Training

Specification (For Centres)

June 2020

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and the impact of external forces on them. The fast-changing and complex business environment and different organisational abilities to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem-solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres thus demonstrating the rigour, validity and demand for the qualifications.

Discussions have been held and feedback used throughout the development of the qualification on its content, the potential learner audience for the qualification and its assessment methods, ensuring that a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 3 Award in Education and Training ((603/5680/7)

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

This qualification has been created to provide an introduction into teaching, to further develop the competencies and expertise of individuals not currently in teaching or training, currently working as assessors or currently teaching and training, who wish to achieve the requisite skills and knowledge for preparation, planning, basic course design and evaluation skills, required to fulfil a teaching role. This qualification will also enable trainee teachers to gain confidence and practice in teaching and delivering session.

2.2 Rationale for the Award

The rationale of the Award is to provide recognition for those who wish to develop their abilities into a teaching/training career which is suitable for both experienced practitioners who would like to secure a professionally recognised qualification as well as those who are new to teaching. The Qualifi Level 3 Award in Education and Training will enable you to work in a teaching role and progress on to a broader teaching qualification.

The qualification will enable learners to become independent, self-directed learners with the tools and motivation necessary to continue learning, developing and reflecting on practice throughout their careers.

2.3 Overall Aims of the Award

The Award in Education and Training provides an introduction to teaching in the education and training sector. Varying upon the optional units chosen, a trainee teacher will either need to take part in micro-teaching (peer teaching) or teaching practice in the work/ training environment. Therefore, it may be undertaken by individuals who are not in a teaching role if the micro-teaching option is taken. This approach gives flexibility and a greater potential to meet the needs of aspiring teachers.

2.4 Learning Outcomes

The overall learning outcomes of the Award are for learners to:

- understand roles, responsibilities and relationships in education and training;
- understand and using inclusive teaching and learning approaches in education and training;
- facilitate learning and development for individuals;
- facilitate learning and development in groups;
- understand assessment in education and training;
- understand the principles and practices of assessment.

3. Delivering the Qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing Professional Development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

For the delivery of this qualification centres should have staff in place with all of the following:

- a teaching or training qualification
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will also apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Award handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners.

Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

This qualification is designed for learners aged 19 and above. There are no specific recommended prior learning requirements for this qualification. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners.

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

There is a requirement to carry out an initial assessment of a trainee teacher's personal skills in maths, English and ICT. Development needs should be recorded and, where applicable, an action plan agreed. If trainee teachers join the qualification programme having already undertaken an initial assessment of their maths, English and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 3 Award in Education and Training is a Level 3 qualification containing 6 credit-bearing units with a total of 12 credits for the qualification.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning/independent and unsupervised research/learning;
- unsupervised compilation of a portfolio of work experience;
- unsupervised e-learning/unsupervised e-assessment/unsupervised coursework;
- watching a pre-recorded podcast or webinar/unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor;
- work-based learning supervised by a tutor;
- live webinar or telephone tutorial with a tutor in real time;
- e-learning supervised by a tutor in real time;
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

This qualification is divided into 6 units. One unit is mandatory. Learners must also choose a minimum of 6 credits from options group A and a minimum of 3 credits from options group B to achieve 12 credits to receive the Award:

Qualifi Level 3 Award in Education and Training

Unit Reference	Mandatory Unit	Level	TQT	Credits	GLH
M/618/0458	Understanding Roles, Responsibilities and Relationships in Education and Training	3	30	3	12
Optional Units A					
T/618/0459	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	3	60	6	24
K/618/0460	Facilitate Learning and Development for Individuals	3	60	6	25
M/618/0461	Facilitate Learning and Development in Groups	3	60	6	25
Optional Units B					
T/618/0462	Understanding Assessment in Education and Training	3	30	3	12
K/618/0281	Understanding the Principles and Practices of Assessment	3	30	3	24

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 3 Award in Education and Training** can progress to:

- a Qualifi Level 4 qualification;
- Qualifi level 4 Certificate in Education and Training;
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff;
- learning and teaching methods;
- study skills;
- learning resources;
- personal development planning;
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

The experience of teachers and assessors required to deliver this qualification has been identified in **3.1 Quality Assurance Arrangements**

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities;
- health and safety;
- conduct;
- progression;
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic work-related tasks wherever possible. Learners will need to demonstrate the knowledge, and critical understanding of theories to practise, which reveals original thought and demonstrates problem-solving skills. Recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks.

Mature and part-time learners will ideally be able to draw on their personal work experience too.

An appropriate method of assessment for this qualification is through a portfolio of evidence. Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

7.1 Teaching Practice Requirements

This knowledge based teaching qualification has no minimum teaching practice requirement and therefore may be taken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in *micro teaching* (peer teaching) which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'.

Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session.

The minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following option unit:

Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training (K/618/0281)

For this unit, trainee teachers must be involved in at least one hour of microteaching. They 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**, they can either deliver additional microteaching sessions or observe the microteaching 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.

There is also requirement to undertake observed and assessed practice in a real work environment for the following **optional** units from the following that are included in this qualification:

- Facilitate Learning and Development for Individuals (K/618/0460)
- Facilitate Learning and Development in Groups (M/618/0461)

For these units, practice should be in the appropriate context – with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

Qualifi provides sample observation templates to all centres to meet the assessment criteria.

For further information, please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

This qualification is pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all. Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading;
- developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 3 Award in Education and Training

Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Unit code: M/618/0458

RQF level: 3

Unit Aim

The aim of this 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 within education and training.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand the teaching role and responsibilities in education and training.	1.1 Explain the teaching role and responsibilities in education and training.	Teaching/training cycle (identify needs, plan and design, deliver, facilitate, assess, evaluate) preparation and management of learning, assessment and record keeping, continuous professional development, professionalism, learner reviews, language, literacy, numeracy and ICT skill, liaison with other professionals, providing information, advice and guidance (IAG) and signposting, the maintenance of accurate and up-to-date records/ Documentation, enforcement of organisation policies and procedures, working with others, to communicate effectively
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.	Current government legislation, Health and safety, equality and diversity, child protection, record keeping, professional and vocational standards, professional associations and bodies, awarding organisation requirements, organisation codes of practice professionalism, boundaries of teaching role.
	1.3 Explain ways to promote equality and value diversity.	Ground rules, entitlement, impact of legislation and policies on own learning and teaching including how to deal with prejudice/discrimination, differentiation, environment,

		resources, learning support, learning difficulties and disabilities. Recognising and promoting diversity, ground rules, classroom management, identifying individual learning needs, e.g. visual or auditory impairment, physical disability, language, specific learning difficulties and barriers to learning, promoting learning through different classroom layouts, organisational policies, safeguarding.
	1.4 Explain why it is important to identify and meet individual learner needs.	Learner-centred education and training, access, teaching and training cycle, screening, initial, diagnostic, recognising prior achievements, appropriate support, guidance formative assessment, individual learning plan (ILP), learning preferences, planning and negotiating goals and realistic target setting, learner reviews, language, literacy and numeracy, ICT skill, liaison with other professionals, information, advice and guidance (IAG) and signposting, motivation, differentiation, the promotion of equality and valuing diversity.
2. Understand ways to maintain a safe and supportive learning environment.	2.1 Explain ways to maintain a safe and supportive learning environment.	Safe physical environment, health and safety, risk assessment, how to promote learning through different structured classroom layouts, individual support, encouraging individual and pair working, group activities, negotiate ground rules organisational policies, safeguarding policies, record keeping.
	2.2 Explain why it is important to promote appropriate behaviour and respect for others.	Ground rules, classroom management, barriers to learning, recognising and promoting diversity, learners' responsibilities, e.g. student and group contracts, peer-working, inclusion
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.	Liaising with referral agencies and how you relate to other organisations, in your day-to-day work, collaboration in local and regional areas, limits of responsibility, team role, contributing to planning, researching provision, sharing assessment outcomes, communicating learner needs, identify and negotiating support for learners, contributing to

		internal quality assurance, summarise own responsibilities in relation to other professionals.
	3.2 Explain the boundaries between the teaching role and other professional roles.	Internal structures, lines of communication, team roles and responsibilities, management structures, professional boundaries policy and procedures, role of support agencies, learner referral/signposting, learner support, how you relate to other agencies, organisations in your day-to-day work, identified sources of learner support, professional codes of conduct and own responsibilities in relation to other professionals, Personal boundaries, skills, experience, time, resources, job description and limits of responsibility.
	3.3 Describe points of referral to meet the individual needs of learners.	Organisation administration, systems and procedures for Identify support needs of learners (screening, initial assessment, diagnostic assessment), identify sources of learner support and learning support, external agencies, specialist support, government agencies, work-related, employers.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, and 3.3 will be assessed by Assignment, oral and written questions

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

Suggested Resources

- The Award in Education and Training (Further Education and Skills) by Ann Gravells Aug 2014
- Teaching and Learning Approaches: Simple, easy and effective ways to engage learners and measure their progress Paperback by Sharron Mansell, Ann Gravells and Andrew Hampel Oct 2019
- Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills by Ann Gravells Nov 2017
- www.anngravells.com
- www.geoffpetty.com
- www.excellencegateway.org.uk

Unit 2: Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Unit code: T/618/0459

RQF level: 3

Unit Aim

The aim of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand ways to create an inclusive teaching and learning environment.	1.1 Explain why it is important to create an inclusive teaching and learning environment.	Learner empowerment, valuing diversity, challenging antisocial behaviours, learner autonomy, assessment planning involving the learner, self-assessment, peer group support and assessment, using assessment outcomes as a basis of improvement/target setting, written, verbal and non-verbal communication skills, appraisal reviews, feedback, recording systems used, negotiation skills.
	1.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.	Appropriate to learner's knowledge and skills requirements, meeting assessment requirements and schedule, using assessment outcomes as a basis of improvement/target setting, learners' levels and corresponding reading ages, learning preferences, representation of cultural differences, avoiding stereotyping, encouraging and stimulating the learning process, adapting resources to accommodate specific learning difficulties and disabilities.
	1.3 Explain ways to engage and motivate learners.	Analyse learner motivation for learning and development, motivation theory (e.g. Maslow, Herzberg, McGregor), extrinsic factors affecting motivation (e.g. improved career prospects,

		financial reward, security of employment), intrinsic factors (e.g. self-esteem, personal challenge, professionalism, enhanced CPD (continuous personal development), engaging learners, e.g. using stimulating, varied approaches, active, clear and shared outcomes, individual and group activities, encouraging creative and critical thinking, learning theory (including andragogy, behaviourism, cognitivism, humanism and socially constructed learning), using range of teaching and learning approaches, meeting appropriate targets, learners involvement, provide positive feedback reflective practice.
	1.4 Summarise ways to establish ground rules with learners.	Learners participation and ownership, written, verbal communication, negotiation skills, methods of training and development and clarity in defining aim and objectives, group formation theory, role allocation in groups, understanding the need for respect.
2. Understand inclusive teaching and learning approaches in education and training.	2.1 Describe features of inclusive teaching and learning.	Offering equality of opportunity, accessible, differentiated, learner-centred, meeting individual needs, varied learning styles (VARK), stimulating, actively engaging, motivating, range of different teaching and learning styles, and different abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, barriers to learning and minimising potential barriers to ensure curricula are accessible to all, legislation, entitlement, differentiation, strands of diversity, application of policies and procedures, inclusive communication; written, verbal and non-verbal.
	2.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.	Teaching approaches, e.g. presentation, video, demonstration, directed study, individual or group activities, subject specialist knowledge, initial assessment, referral systems, liaison with other professionals,

		teaching strategies for learners with difficulties and disabilities to ensure access to subject specialism.
	2.3 Explain why it is important to provide opportunities for learners to develop their English, Mathematics, ICT and wider skills.	Knowledge of core curriculum, diagnostic assessment, embedding language, literacy, numeracy, ICT skills, skills for life, assists progression and explores personal values, identifying skills requirements of learners, stretch and challenge students, lesson planning, liaison with LLN (literacy, language and numeracy), ICT subject specialists, knowledge of LLN, ICT requirements within subject specialism in order to achieve vocational qualification and skills for employment.
3. Be able to plan inclusive teaching and Learning.	3.1 Devise an inclusive teaching and learning plan.	Learning preferences, lesson planning, appropriate content and level, aims and objectives, differentiation, embedding core skills, varied learning and teaching methods, formative assessment opportunities, barriers to learning, legislation impacting upon own practice, evaluation.
	3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.	Apply varied learning approaches to meet the needs of learners, learning preferences, teaching methods, minimising barriers to learning, individual or group activities, motivation theory, differentiation, application of policies and procedures, classroom management, assessment strategies, verbal and non-verbal communication. Learning theory (including andragogy, behaviourism, cognitivism, humanism and socially constructed learning), range of resources available (technological, paper based, non-paper based), SMOG testing, McLaughlin formula/polysyllable count, readability, stereotyping, adaptation of resources to accommodate specific learning and difficulties and disabilities, inclusive, stimulating, fit for purpose, assessment methods (formal/informal/paper

		based/non-paper based), strengths and limitations.
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.	Engage and motivate learners, learning preferences, teaching methods, inclusive approaches and learner-centred minimising barriers to learning, motivation theory, differentiation, application of policies and procedures, classroom management, assessment strategies, verbal and nonverbal communication, range of resources available (technological, paper-based, non-paper based), to engage learners, SMOG testing, McLaughlin Formula/polysyllable count, readability, stereotyping, adaptation of resources to accommodate specific learning difficulties and disabilities, assessment planning involving the learner. Different methods of assessment, to check and correct learning time managed, formal and informal, paper-based and non-paper-based, strengths and limitations of assessment methods, knowledge of awarding organisation evidence requirements.
	4.2 Communicate with learners in ways that meet their individual needs.	Language and level to suit learners and content, appropriate pace, awareness of body language, written, verbal and non-verbal communication, inclusive language and questioning, Engaging learners in communication, written and verbal feedback.
	4.3 Provide constructive feedback to learners to meet their individual needs	Feedback, is appropriate to learners, rules of effective feedback, supportive, written and verbal feedback, SMART targets, assessment for learning, learner self-reflection, group discussion, use of peer and self-assessment timely reviews, objective versus subjective comments.
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.	Effectiveness and choice and use of approaches, communicating with learners, level of engagement of learners, level of participation, appropriate to timing, meeting specific

		outcomes, Models of reflection (e.g. Gibbs, Schön), self-reflective practice, learner evaluation, reflection and professionalism.
	5.2 Identify areas for improvement in own delivery of inclusive teaching and learning.	Self-reflection, areas for improvement, (subject knowledge), alternative approaches, planning, timing, managing individual or group activities, learner-centred approaches, communication skills, peer group/tutor observation, learner evaluation, action planning, SMART targets.

Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a work environment simulation is not allowed. All assessment competence will be assessed using methods appropriate for the assessment of skills knowledge and understanding.

The assessment of knowledge outcomes 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 and 5.4 will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, and 1.3, will require trainee teachers to 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.

Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records, and evidence will be retained in the trainee teachers e-portfolio.

Each learner must provide:

- an individual session plan to cover the teaching and learning approaches for the micro-teach session
- resources and assessment materials used.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Suggested Resources

- The Award in Education and Training (Further Education and Skills) by Ann Gravells Aug 2014
- Teaching and Learning Approaches: Simple, easy and effective ways to engage learners and measure their progress Paperback by Sharron Mansell, Ann Gravells and Andrew Hampel Oct 2019
- Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills by Ann Gravells Nov 2017
- www.anngravells.com
- www.geoffpetty.com
- www.excellencegateway.org.uk

Unit 3: Facilitate Learning and Development for Individuals

Unit code: K/618/0460

RQF level: 3

Unit Aim

The aim of this unit is to enable the learner to facilitate learning and development for individuals in a variety of roles (e.g. coaching; mentoring) The learner is required to understand the use of a variety of methods.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Be able to facilitate one to one learning and Development.	1.1 Clarify facilitation methods with individuals to meet their learning and/or development Objectives.	Learning preferences, written, verbal and non-verbal communication, negotiation skills, delivery methods and options, e.g. explanation, demonstration, coaching, discussion, skills practice, case study, simulation, project, access to other experts; location, e.g. workplace, off the job, online
	1.2 Implement activities to meet learning and/or development objectives.	Presentation, explanation, discussion, demonstration, coaching, skills practice, case study, simulation, project, access to other experts, action planning, conducting progress reviews, methods of training, coaching, mentoring, experiential learning, multiple intelligences theory, rules of feedback, factors that influence motivation and their effect, methods used to motivate individual learners.
	1.3 Manage risks and safeguard learners participating in one to one learning and/or development.	Identifying responsibilities, e.g. student, trainer, organisation, work provider application of legislation requirements, health and safety regulation and practice, risk assessment, safeguarding and protection of vulnerable adults (POVA), impact of legislation on own practice, data protection, organisational policies and practice, complaints, appeals.
2. Be able to assist individual learners in applying new knowledge and skills in practical contexts.	2.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts.	Discussing ideas with learners, listening and responding to learners, Involvement of others, e.g. specialist practitioner, employer, workplace assessor, line manager, colleagues, establishing and maintaining effective relationships

		using effective communication to promote learners' participation; establishing purpose of learning and development activity undertaken by the individual, different ways of testing skills and knowledge, negotiation skills, work- based learning, realistic working environment.
	2.2 Explain benefits to individuals of applying new knowledge and skills.	Recognition of long-term impact, keeping a job, being valued, broader implications, contribution to organisation, career structure, benefits of employability skills, gain practical competence, confidence and achievement under supervision.
3. Be able to assist individual learners in reflecting on their learning and/or development.	3.1 Explain benefits of self-evaluation to individuals.	Explore what reflective practice and self-assessment is, the benefits of reflective practice including recognising own achievement, promoting learning, monitoring progress, identifying further development needs, contribution to personal and/or organisational goals and meeting internal or external requirements.
	3.2 Review individual responses to one to one learning and/or development.	Obtain feedback from individual and others, effective questioning technique, review outcome of self-evaluation, performance outcomes, achievements, confidence level, motivation, requests for further support, new learning needs, follow organisational requirements for recording reviews.
	3.3 Assist individual learners to identify their future learning and/or development needs.	Learning needs analysis, identification of further learning needs or progression, assessment of future requirements, questioning, assessment tools, support requirements, empowering learners, recognising achievements, changes in learning and development at local and national levels, changes in policy and practice, organisational needs and development, codes of conduct and good practice guides personal development journal/reflective journal to plan for learning opportunities, individual research updating, development opportunities; improving specialist qualifications; work-shadowing or work placement.

4. Understand principles and practices of one to one learning and development.	4.1 Explain purposes of one to one learning and development.	Identifying individual learning needs, barriers to learning, motivation theory, learning preferences, personalised approaches, skills enhancement, recognising individual experiences and needs, appropriate level and context, empowering individuals, owned targets and goals, one-to-one action planning.
	4.2 Explain factors to be considered when facilitating learning and development to meet individual needs.	How to provide appropriate support, meeting individual needs, responsibilities to the learner and the organisation, personal and professional limits of responsibility, referral to specialist support, range of skills needed, Identification of individual needs, e.g. initial assessment, LNA/TNA (learning or training needs analysis), recognising previous learning , awareness of needs and the issues impacting on the individual learner, qualities of an effective coach or mentor, sensitive, non-judgemental, timely and empathic manner, appreciation of own limitations and when to refer where appropriate, resources/ materials, access to appropriate range of documentation to help measure or clarify learner's needs, learning styles questionnaires, basic/key skills questionnaires, study skills questionnaires, team working, use of video or audio tape facilities for recording coaching meeting where appropriate, identifying individual learning needs, barriers to learning, learning preferences, legislation impacting on own practice, methods of training/coaching/mentoring, individual lesson planning, organisational requirements.
	4.3 Evaluate methods for facilitating learning and development to meet the needs of individuals.	Ensure learners and trainers/ coaches/mentors have a clear and shared understanding of the purpose of one to one meetings, appreciating the impact on the individual learner's progress and achievement of goals on personal issues e.g. bullying, depression, financial difficulties, harassment, stress, provide appropriate opportunities to review and monitor progress with individual learners, recognise the need for target-setting,

		personalisation of learning using appropriate timescales for meeting goals, e.g. bite-sized chunks for targets, long term and short-term targets, appropriate to individual needs and abilities, self-reflection, learner evaluation, assessment methods, programme evaluation, rules of effective feedback.
	4.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development.	Types of risk, e.g. physical, chemical, biological; trainer management, e.g. Health and safety risk assessment, safeguarding and protecting vulnerable adults (POVA), agreement of acceptable behaviour with learners, positive use of authority, data protection, impact of legislation on own practice, organisational policies and practice.
	4.5 Explain how to overcome individual barriers to learning.	Managing strategies, e.g. respect and valuing individual, Institutional/social/personal barriers, positive feedback, learner support, learning support, referral agencies and signposting, information, advice, guidance (IAG), student ownership, behaviour agreement, student involvement and choice, student role in their own learning, choice of learning approaches and resources to meet student needs, learning to learn skill development
	4.6 Explain how to monitor individual learner progress.	Methods of monitoring and recording individual learner progress, observation of performance, completion of tasks, self-assessment, practitioner questioning, short test, achievement of learning requirements, accreditation achievement, organisational requirements, awarding organisation requirements, use of SMART (Specific, Measurable, Achievable, Relevant, Timely) targets and action points, negotiation in ensuring learners understand that the achievement of SMART targets will take them nearer to their goal, process of change, ensuring feedback is fit for purpose, negotiating feedback with learners using appropriate language, specific to individual needs, using feedback in target setting, peer feedback, understanding principles of targeting

		strategies in feedback, improvement, empowering learners, self-assessment, realistic target setting, action planning.
	4.7 Explain how to adapt delivery to meet individual learner needs.	Styles of coaching and mentoring approaches , proactive (putting in place a series of strategies that anticipate the learner's needs, such as different location or change of context, study skills, assignment writing or practical skills sessions), reactive (responding to learner's coaching needs), learning styles, additional learning support, the active listening approach to coaching, allowing learners to explore their own issues in order to work towards finding their own solutions, providing guidance based on the coach's own skills, knowledge and experience, providing alternative personnel, negotiating with the learner and others to use a range of skills and experience to enable the learner to achieve their potential.

Delivery and Assessment Guidance

The knowledge in this unit will may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a work environment simulation is not allowed. All assessment competence will be assessed using methods appropriate for the assessment of skills knowledge and understanding.

The assessment of knowledge outcomes 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 and 3.3 must include observation of performance in a work environment Simulations, projects or assignments are not allowed for these outcomes.

Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records, and evidence will be retained in the trainee teacher e-portfolio.

Evidence and ranges criteria to be covered for assessment

There must be evidence to cover all of the assessment methods listed in the unit.

Supported all types of development:

- Skills
- Knowledge and understanding

Considered all training factors:

- Training methods
- Structure of sessions
- Use of resources
- Course content

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Suggested Resources

- The Award in Education and Training (Further Education and Skills) by Ann Gravells Aug 2014
- Teaching and Learning Approaches: Simple, easy and effective ways to engage learners and measure their progress Paperback by Sharron Mansell, Ann Gravells and Andrew Hampel Oct 2019
- Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) by Ann Gravells Nov 2017
- www.anngravells.com
- www.geoffpetty.com
- www.excellencegateway.org.uk

Unit 4: Facilitate Learning and Development in Groups

Unit code: M/618/0461

RQF level: 3

Unit Aim

The aim of this unit is to enable the learner to understand group dynamics and how to facilitate learning and development in groups.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Be able to facilitate learning and development in groups.	1.1 Clarify facilitation methods with group members to meet group and individual learning objectives.	Learning preferences, written, verbal and non-verbal communication, negotiation skills, Learners contributions, (collaborative working, accepting roles in Group activities, peer assessment and teaching, peer mentoring, group forum, positive feedback to peers), different models of coaching GROW (goal, current, reality, options, will), CLEAR (contracting, listening, exploring, action, review), STEPPA (subject, target, emotion, perception, plan, pace, action); methods of instruction (instructor led, lecture, demonstration, practical exercise, controlled practical exercise, practice, case study, coach and pupil, independent experiential learning and review), Trainer facilitation, (management of small and large group activities , discussion, skills practice role play case studies,) methods of prioritising learning, TNA (training needs analysis), DIF analysis (difficulty, importance, frequency), essential/desirable skills, importance/competency matrix, lesson planning, characteristics of a coach and mentor.
	1.2 Implement learning and development activities to meet learning objectives.	Principles of coaching/mentoring, skills/task analysis – TNA, DIF, essential/desirable skills, importance/competence matrix, action

		planning, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), learning preferences, appropriate environment and language, feedback, verbal and written, target setting, industrial, social, cultural and personal factors affecting motivation, managing group learning, providing appropriate levels of support, establishing and maintaining positive group interaction, ensuring individual contribution, lesson planning, conducting reviews.
	1.3 Manage risks to group and individual learning and development.	The application of legislation, organisational policy's, concept of the safe learner, including risk assessment and the identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice
2. Be able to assist groups to apply new knowledge and skills in practical contexts.	2.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts.	Consideration of how to deliver and requirements for specialist practice, resources, location, equipment and timing, purpose of learning and development activity, different ways of assessing skills and knowledge (e.g. observation, case studies, simulations, role play, oral questioning, written questions, practical-based project, assignment), negotiation skills, knowledge of opportunities and developments in subject specialist area, methods of monitoring opportunities and developments in subject specialist area

		(e.g. trade magazines, trade events, professional bodies, local, regional and national strategic plans).
	2.2 Provide feedback to improve the application of learning.	Written, verbal and non-verbal communication, tutor feedback from assessments, action planning, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), Self-assessment, knowledge of opportunities for application of learning in the job/off the job, internal/external to the organisation, reflective practice.
3. Be able to assist learners to reflect on their learning and development undertaken in Groups.	3.1 Support self-evaluation by learners.	Identification of opportunities for learner's self – evaluation and consideration of what reflective practice is, benefits of reflective practice (e.g. promotion of learning, monitoring progress, identifying further development needs, SWOT analysis (strengths, weaknesses/limitations), contributing to personal and/or organisational goals, meeting internal and/or external requirements).
	3.2 Review individual responses to learning and development in groups.	Use of feedback from range of appropriate sources e.g. learner, work-based assessor, manager, effective questioning technique, organisational requirements for recording (Individual learning plans, individual record of achievement, individual and group assessment tracking and logging).
	3.3 Assist learners to identify their future learning and development needs.	Review of learning, Individual and group learning needs analysis, skills analysis for subject specialist tasks (TNA, DIF analysis, essential/desirable matrix, importance/competence matrix), hello action planning (further learning requirements, new learning opportunities for learning transfer), identifying changes in subject specific learning and development at local, regional and national levels, changes in policy and practice, organisational needs and development, codes of conduct and good practice guides.
	4.1 Explain purposes of group learning and development.	Identifying group learning needs, institutional, social interaction, cultural

4. Understand principles and practices of learning and development in groups.		and personal barriers to learning, exchange of ideas, exchange of experience, team development, interpersonal relationships development, working with others, collaborative approaches, shared problem-solving, motivation theory (e.g. Maslow, Herzberg, McGregor), learning preferences, inclusion, differentiation.
	4.2 Explain why delivery of learning and development must reflect group dynamics.	Learning preferences, group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, shaper, plant, resource investigator, monitor, evaluator, team worker, completer, finisher), lesson planning, role of the practitioner, (e.g. encouraging learners participation, supporting student learning, adjusting group dynamic, role of the learners), different learning and teaching methods to accommodate group work (e.g. demonstration, role play, games, discussion, problem-solving, project-based assignments), inclusion (organisational, subject specific and individual), differentiation, group code of conduct, organisational policies and procedures.
	4.3 Evaluate methods for facilitating learning and development to meet the needs of groups.	Self-reflective practice, considerations, (e.g. creating a positive learning environment, establishing shared purpose and goals, common boundaries, valuing of member contributions), different methods of assessment (e.g. observation, oral questioning, written questions, project-based assignments), formal and informal assessment, paper- based and non-paper based, awarding body requirements, learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting, action planning, verbal and written feedback.

	4.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups.	The application of legislation, organisational policy's, concept of the safe learner, including risk assessment and the identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice.
	4.5 Explain how to overcome barriers to learning in groups.	Institutional, social, cultural and personal barriers, (e.g. previous experience, specific learning needs, underpinning knowledge, threat, fear of change, lack of differentiation, conflict between group members, physical environment, access needs), organisational provision to support learning, identifying key staff members' responsibility for co-ordination of support, external provision to support learners, range of referral agencies available, liaison with key support agencies, signposting, information, advice and guidance (IAG), negotiation skills.
	4.6 Explain how to monitor individual learner progress within group learning and development activities.	Methods and techniques of monitoring and recording individual learner progress (e.g. registers, reviews, observation, short test, examination, self-assessment outcomes, peer or group assessment, individual learning plan), organisational requirements in line with audit trails, formal systems of tracking individual progress and achievement within a group, awarding organisation requirements, data protection.

	4.7 Explain how to adapt delivery based on feedback from learners in groups.	Learning preferences, methods to capture feedback (e.g. own observations, learners feedback, self-reflection and evaluation), different methods of assessment (e.g. observation, oral questioning, written questions, and project-based assignments), written, verbal and non-verbal communication, questioning techniques, use of feedback from range of appropriate sources (e.g. learners, managers, work-based assessors) different methods of learning and teaching (e.g. demonstration, presentation, role play, games, discussion, problem-solving, project-based assignment).
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Delivery and Assessment Guidance

The knowledge in this unit will may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a workplace environment simulation is not allowed. All assessment competence will be assessed using methods appropriate for the assessment of skills knowledge and understanding.

The assessment of knowledge outcomes 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 and 3.3 must include observation of performance in a work environment Simulations, projects or assignments are not allowed for these outcomes.

Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records, and evidence will be retained in the trainee teacher e-portfolio.

Evidence and ranges criteria to be covered for assessment

There must be evidence to cover all of the assessment methods listed in the unit.

Facilitated learning with a minimum of 2 types of group:

- 2-4 participants
- 4-7 participants
- 8+ participants

Used a minimum of 2 training methods:

- Lecture
- Demonstration
- Instruction
- Workshops
- Discussions
- Coaching
- Case studies
- Role play
- Simulation
- Assignment

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Suggested Resources

- The Award in Education and Training (Further Education and Skills) by Ann Gravells Aug 2014
- Teaching and Learning Approaches: Simple, easy and effective ways to engage learners and measure their progress Paperback by Sharron Mansell, Ann Gravells and Andrew Hampel Oct 2019
- Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills by Ann Gravells Nov 2017
- www.anngravells.com
- www.geoffpetty.com
- www.excellencegateway.org.uk

Unit 5: Understanding Assessment in Education and Training

Unit code: T/618/0462

RQF level: 3

Unit Aim

The aim of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can	Indicative Content
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	Use assessment types and methods (Internal or external outcome, established existing knowledge) to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current, for learner, trainer, assessor, organisation, employer. Screening, initial, diagnostic, formative, summative, different stages of self-assessment, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning.
	1.2 Describe characteristics of different methods of assessment in education and training	Methods of assessment appropriate to student or subject (e.g. computerised, group work, practical work, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability, standardised against assessment criteria.
	1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs	Strengths (appropriate to subject, developmental, validity and fairness) limitations (snapshot performance, unreliable, inconsistent), screening, initial, diagnostic, formative, summative. Methods of assessment (e.g. computerised group work, practicals, presentations, question and answer, test, role play, witness testimony), formal and informal assessment.

	1.4 Explain how different assessment methods can be adapted to meet individual learner needs	Principles of applying special assessment arrangements, differentiated activities, awarding organisation requirements for meeting special assessment arrangements to meet needs of individual learners, organisational policy and practice.
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	Empowerment, access, participation, active engagement and achievement, awarding organisation requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback, quality assurance, standardisation and consistency.
	2.2 Explain the role and use of peer- and self-assessment in the assessment process	Learner autonomy and participation, self-assessment on carrying out assessment, use of outcome measures including feedback from peers, witness testimonies, observation reports, appraisal and achievement of goals/targets, identification and recognition of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.
	2.3 Identify sources of information that should be made available to learners and others involved in the assessment process	Standards for assessment, awarding organisation requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback, appeals procedure, standardisation, benchmarking, milestones, progress and achievement.
3. Understand the role and use of constructive feedback in the assessment process.	3.1 Describe key features of constructive feedback	Use questioning and feedback in the assessment for and of learning, questioning techniques, written, verbal and non-verbal communication, inclusive language, positive opening statement, state suggested improvements, developmental, relevant, factual, helpful, clear and specific to assessment

		requirements, reinforce positive learning or competence.
	3.2 Explain how constructive feedback contributes to the assessment process	Collaboration/agreement of assessment decisions, motivation, identify further assessment needs, identify learner needs to improve achievement, corroboration of assessment decisions, opportunity for development, target/goal setting, building on learning through creating learning opportunities.
	3.3 Explain ways to give constructive feedback to learners	Written/verbal/non-verbal communication, involving the learner in the feedback process, for example, 'feedback sandwich' (praise, critique, praise) , objective approach, focus on task not the individual, Supportive, goal driven, non-judgmental, only address things that can be changed and end on a positive note.
4. Understand requirements for keeping records of assessment in education and training.	4.1 Explain the need to keep records of assessment of learning	To communicate assessment information to learners and other professionals with an interest in learner achievement, awarding organisation requirements, regulatory and funding organisation requirements, employer requirements, internal organisational policy and practice, accuracy, Course self-assessment and improvement, legibility, written communication.
	4.2 Summarise the requirements for keeping records of assessment in an organisation	Awarding organisation and centre requirements and procedures to maintain a transparent audit trail that can be accessed by all relevant internal (Course or team reporting, performance indicators, quality assurance, organisation reporting) and external (Inspection or League tables, professional bodies, funding) stakeholders.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1 and 4.2, will be assessed by Assignment, oral and written questions. The assignments and oral and written questions will be internally set.

Suggested Resources

- The Award in Education and Training (Further Education and Skills) by Ann Gravells Aug 2014
- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019
- www.anngravells.com
- www.geoffpetty.com
- www.excellencegateway.org.uk

Unit 6: Understanding the Principles and Practices of Assessment

Unit code: K/618/0281

RQF level: 3

Unit Aim

The aim of this unit is to develop the learner's knowledge and understanding of the principles and practices of assessment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand the principles and requirements of assessment.	1.1 Explain the functions of assessment in learning and development.	Awarding organisations, regulatory requirements and occupational standards, assess achievement (formative or summative), performance review, plan progression and development, measurement and recording of achievement, monitoring development and identification of further training needs, reasonable adjustments and specific considerations for assessment methods and modes of delivery of assessment.
	1.2 Define the key concepts and principles of assessment.	Assessment opportunities linked to learning, collaboration/agreement between employer, organisation, assessor, centre and learner, achievements and opportunities for development and improvement, enhancement of achievement, knowledge and understanding, identification of learner needs, reasonable adjustments, recognition of prior learning.
	1.3 Explain the responsibilities of the assessor.	Regulatory and awarding organisation requirements and occupational standards, employer, organisational requirements, practical responsibilities for planning/managing /delivering assessment, ensuring reliability and credibility of assessment decisions, recognition of learner needs, student

		centred assessment, recognition of prior learning, knowledge of internal verification processes, occupational/vocational competence and currency, continuing professional development opportunities for personal development and improvement
	1.4 Identify the regulations and requirements relevant to the assessment in own area of practice.	Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, Institute for Learning (IFL) , Sector Skills Councils and awarding organisations, centre requirements, recording/tracking and logging assessment decisions, internal and external verification processes and strategies, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, disability act, data protection, safeguarding students during assessment, risk assessment and accident reporting procedures, standardisation and moderation.
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.	Regulation and good practice requirements, appropriate for student needs and context, recognition of initial assessment of learners, reasonable adjustments and special considerations, specific conditions in relation to time, resources, staffing, technology and work environment, recognition of prior learning, range of assessment methods for performance based assessment of skills or knowledge for individual or group assessment, improvement opportunities, advantages and disadvantages of assessment methods such as practical observation, holistic approach, oral and written questioning, projects and assignments, witness testimonies and discussions.
3. Understand how to plan assessment.	3.1 Summarise key factors to consider when planning assessment.	Acknowledging regulatory body requirements, awarding organisation requirements, student, employer, occupational and centre requirements, occupational expertise of assessor, learner needs, assessment plan,

		including timing and venue, assessment methods including formative/summative observation of performance, written evidence e.g. projects, assignments, independent papers and journals, oral and written questioning, witness testimony, learner statements and recognising prior learning, naturally occurring evidence, specific needs.
	3.2 Evaluate the benefits of using a holistic approach to assessment.	Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, linking different aspects of learning through assessment, benefits of cost and time effectiveness, natural progression from one outcome to another in a realistic work environment, transference of skills, opportunities for collecting a range of assessment evidence, beneficial and motivational to learner development, encourage student responsibility and student engagement.
	3.3 Explain how to plan a holistic approach to assessment.	Evaluate a range of assessment requirements and opportunities, to take advantage of knowledge and understanding to skills, naturally occurring evidence and appropriate assessment opportunities using a variety of activities appropriate to learning outcomes/assessment criteria.
	3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility.	Limitations affecting assessment and opportunities for assessment, organisational culture, lack of assessor expertise/occupational competence, assessment risks such as resources not fit for purpose and unsuitable timing, assessment plan is not valid, fair, sufficient, biased and reliable, occupational risks such as health, safety and welfare, equality and diversity, specific occupational risks, student based risks e.g. occupational, competence, responsibility, motivation, first aid and emergency procedures, data protection and confidentiality.

	3.5 Explain how to minimise risks through the planning process.	Adhering to clear directives from regulatory bodies; applying specified criteria and standards; ensuring appropriate staff occupational/assessment experience; identifying specific requirements, standardisation of planning; documented rationale for recording, tracking and logging of assessment decisions; negotiating with student, identifying learner needs; considering reasonable adjustments and special considerations; appeals procedures; equality and diversity; health, safety and welfare; safeguarding and security; select and using appropriate methods of assessment to generate the required evidence; applying standardisation; clear audit trail for evidencing assessment decisions; tracking.
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.	Identifying learners needs e.g. initial assessment, learning, training needs, aligned with regulations and good practice requirements, negotiation of plan with learner, self-assessment, target goals, objectives which are meaningful, motivational, relevant, engaging, SMART targets, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning. Involvement with others e.g. organisation, colleges, employers, peers, witnesses.
	4.2 Summarise types of information that should be made available to learners and others involved in the assessment process.	Standards and criteria against which the learner will be assessed e.g. awarding organisation requirements, occupational standards and other specific requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback, appeals procedure.

	4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.	Self-assessment on carrying out assessment, use of outcome measures including feedback from peer feedback and formal or informal observations, working collaboratively, sharing goals, witness testimonies, observation reports, appraisal and achievement of goals/targets, self-reflection, identification of strengths and weaknesses, targets and target setting, challenging or confrontational behaviour, action planning, achievements and opportunities for improvement.
	4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners.	Initial assessment of learners, aligned with regulations and good practice requirements, negotiation of plan with learner, reasonable adjustments and special considerations, alternative assessment activities where appropriate, use of learning support, specific conditions in relation to time, resources, technology, digital recording, audio/visual and scribe, work environment, recognition of prior learning.
5. Understand how to make assessment Decisions.	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 	Adhering to awarding organisation, occupational standards and centre requirements, meeting outcomes and objectives identified in the rationale provided for assessment decisions including credibility and authenticity with learning programme and outcomes, assessment evidence to be sufficient, current, coherent, accessible, realistic, attributable, timely and reliable.
	5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair 	Decisions against specified criteria, rationale and justification provided for assessment decisions, evidence to be valid, fair and relatable to the criteria, attributable, current and relevant to occupational standards, awarding organisations and government requirements, achievement of outcomes and ranges to be confirmed, authentic, reliability and sufficiency of evidence to be confirmed using standardisation

		procedures, addressing specific student needs, can be repeated or learning transferred, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context.
6. Understand quality assurance of the assessment process.	6.1 Evaluate the importance of quality assurance in the assessment process.	To meet regulatory body, awarding organisation, government, occupational and centre requirements, use of standardisation, credibility and quality assurance of assessment decisions and practice, consistency across learners, assessors, context and units, internal and external verification procedures, cohesive and comprehensive approach to assessment at all stages, evaluation procedures, planning and assessment outcomes, benchmarking and measuring achievement, identifying development and opportunities for improvement, continuing professional development needs for quality improvement.
	6.2 Summarise quality assurance and standardisation procedures in own area of practice.	In accordance with centre and awarding organisation policies and Sector Skills Council, National Occupational Standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product, internal and external verification reviews and procedures, evaluation procedures.
	6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.	Awarding organisation and centre policies and procedures, clearly written and documented appeals and grievance procedures, process for appeal, appropriate personnel, confidentiality, ensure no discrimination, outcome to procedure, documented and transparent audit trail.
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.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development

		plans, completed assessment pro-formas, assessment records of oral and written questioning, management of assessment records e.g. storage and retrieval, confidentiality, data protection, use of technology to be aligned with centre and awarding organisation policies, sharing information with relevant parties e.g. students, other assessors, employer, colleges, organisation, regulations and legislation covering sharing information, e.g. Ofqual, awarding organisation, Sector Skills Council.
	7.2 Explain how feedback and questioning contribute to the assessment process.	Collaboration/agreement of assessment decisions, confirming learning e.g. knowledge, understanding, skills, reward, motivation, linking learning of product and process, transferability of learning and skills identify further assessment and learning needs, achievement, corroboration of assessment decisions, opportunity for development, recording distance travelled, value added, progression and target/goal setting action planning.
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.	In line with regulatory bodies including Ofqual, SQA, DfES and CCEA, Institute for Learning (IFL), Sector Skills Council, National Occupational Standards and awarding organisations, legislation including health safety and welfare, inclusion, equality and diversity, procedures including first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safe recording and storage of information, confidentiality, data protection, standardisation and moderation of assessors, peer observations, in service training, continuing professional development.
	8.2 Explain the contribution that technology can make to the assessment process.	Use of new technology such as online testing, initial testing, on line testing, electronic projects/assignments, electronic submission of evidence, e-portfolios, audio and visual evidence,

		electronic feedback and discussion forums, web based learning, distance and blended learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding and security.
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.	Recognising equality and diversity including bilingualism, legislative requirements, employment regulations, policies and codes of practice relevant to the promotion of equality and valuing of diversity, flexibility in planning, implementation of assessment and quality assurance, provision of additional resources and support.
	8.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.	Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, Reflective practice and self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, self and team reviews, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, monitoring and modifications, achievements and opportunities for improvement and updating knowledge and skills, conclusions, setting of personal goals, SMART targets and personal development planning, developing technologies and resources to extend and enhance assessment process, contributing to the curriculum development.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.3, and 8.4 will be assessed by Assignment, oral and written questions. The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

Suggested Resources

- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019
- www.anngravells.com
- www.geoffpetty.com
- www.excellencegateway.org.uk