Level 3 Award in

Education and Training (RQF)

601/6099/8

Key Information

Level: 3

Sector: Teaching and Lecturing

Qualification type: Occupational Qualification

Total Qualification time: 120

Credit Value: 12

Guided Learning Hours: 48

Status: Available to Learners

Methods of Assessment: Portfolio of Evidence

Minimum age: 19

Contents

Focus Awards Level 3 Award in Education and Training (RQF)

QRN: 601/6099/8

GLH: 48

TQT: 120

Credit: 12

Qualification Purpose:

The Focus Awards Level 3 Award in Education and Training (RQF) provides learners with the knowledge of the roles, responsibilities and relationships in education and training. It provides understanding and implementation of inclusive teaching and learning, facilitation of individual and group learners and knowledge of assessment and its implementation in education and training.

This qualification is aimed at those learners not currently teaching, learners currently teaching and training and those learners currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 19+ to undertake this qualification.

Geographical Coverage:

This qualification is available in England and Northern Ireland.

Learner Entry Requirements:

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url: https://www.focusawards.org.uk/wp- content/uploads/2016/08/Reasonable-Adjustments.pdf

4

Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes:

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 4 Certificate in Education and Training
- Focus Awards Level 5 Diploma in Education and Training

Supporting Material and Useful Websites:

- https://focusawards.org.uk/supportingmaterials

- https://ofqual.gov.uk

Qualification Structure:

To be awarded this qualification, a learner must achieve a minimum of twelve credits. Three credits from Group A, six credits from Group B and three credits from Group C.

Units Group A:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	3	12

Units Group B:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Understanding and using inclusive teaching and learning approaches in education and training	D/505/0052	3	6	24
Facilitate learning and development for individuals	J/502/9549	3	6	25
Facilitate learning and development for groups	F/502/9548	3	6	25

Units Group C:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Understanding assessment in education and training	R/505/0050	3	3	12
Understanding the principles and practices of assessment	D/601/5313	3	3	24

Units

Unit Title:	Understanding roles, responsibilities and relationships in education and training
Unit No:	H/505/0053
Level:	3
GLH:	12
Credit:	3

Unit details: The aim of this unit is to provide the learner with the understanding of the teaching role and responsibilities in education and training, maintaining a safe and support learning environment and understanding relationships between teachers and other professionals in education and training.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
		1.3	Explain ways to promote equality and value diversity
		1.4	Explain why it is important to identify and meet individual learner needs
2	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment
		2.2	Explain why it is important to promote appropriate behaviour and respect for others
3	Understand the relationships between teachers and other professionals in education and training	3.1	Explain how the teaching role involves working with other professionals
		3.2	Explain the boundaries between the teaching role and other professional roles
		3.3	Describe points of referral to meet the individual needs of learners

FOCUS AWARDS

Unit Title:	Understanding and using inclusive teaching and learning approaches in education and training
Unit No:	D/505/0052
Level:	3
GLH:	24
Credit:	6

Unit details: The aim of this unit is to provide the learner in understanding inclusive teaching and learning approaches in education and training, ways to create an inclusive teaching and learning environment and to be able to plan, deliver and evaluate inclusive teaching and learning.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand inclusive teaching and learning approaches in education and training	1.1	Describe features of inclusive teaching and learning
		1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relating to meeting individual learner needs
		1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2	Understand ways to create an inclusive teaching and learning environment	2.1	Explain why it is important to create an inclusive teaching and learning environment
		2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet the individual learner needs
		2.3	Explain ways to engage and motivate learners
		2.4	Summarise ways to establish ground rules with learners
3	Be able to plan inclusive teaching and learning	3.1	Devise an inclusive teaching and learning plan
		3.2	Identify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
4	Be able to deliver inclusive teaching and learning	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs
		4.2	Communicate with learners in ways that meet their individual needs
		4.3	Provide constructive feedback to learners to meet their individual learner needs
5	Be able to evaluate the delivery of inclusive teaching and learning	5.1	Review the effectiveness of own delivery of inclusive teaching and learning
		5.2	Identify areas for improvement in own delivery of inclusive teaching and learning

Unit Title:	Facilitate learning and development for individuals
Unit No:	J/502/9549
Level:	3
GLH:	25
Credit:	6

Unit details: The aim of this unit is to provide the learner with the understanding of the principles of one to one learning and development, facilitating one to one learning and development and being able to assist individuals in applying new knowledge and skills in practical contexts.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand principles and practices of one to one learning and development	1.1	Explain purposes of one to one learning and development
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals
		1.4	Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
		1.5	Explain how to overcome individual barriers to learning
		1.6	Explain how to monitor individual learner progress
		1.7	Explain how to adapt delivery to meet individual learner needs
2	Be able to facilitate one to one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
		2.2	Implement activities to meet learning and/or development objectives
		2.3	Manage risks and safeguard learners participating in one to one learning and development
3	Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
		3.2	Explain benefits to individuals of applying new knowledge and skills
4	Be able to assist individual learners	4.1	Explain benefits of self-evaluation to individuals
		4.2	Review individual responses to one on one learning and/or development
		4.3	Assist individual learners to identify their future learning and/or development needs

Unit Title:	Facilitate learning and development for groups
Unit No:	F/502/9548
Level:	3
GLH:	25
Credit:	6

Unit details: The aim of this unit is to provide the learner with the understanding and practices of learning and development in groups, being able to facilitate learning and developing in groups, assisting groups to apply new knowledge and skills in practical contexts and assisting learners to reflect on their learning and development.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development
		1.2	Explain why delivery of learning and development must reflect group dynamics
		1.3	Evaluate methods of facilitating learning and development to meet the needs of groups
		1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
		1.5	Explain how to overcome barriers to learning in groups
		1.6	Explain how to monitor individual learner progress within group learning and development activities
		1.7	Explain how to adapt delivery based on feedback from learners in groups
2	Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives
		2.2	Implement learning and development activities to meet learning objectives
		2.3	Manage risks to group and individual learning and development
3	Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
		3.2	Provide feedback to improve the application of learning
4	Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners
		4.2	Review individual responses to learning and development in groups
		4.3	Assist learners to identify their future learning and development needs

Unit Title:	Understanding assessment in education and training
Unit No:	R/505/0050
Level:	3
GLH:	12
Credit:	3

Unit details: The aim of this unit is to provide the learner with understanding types and methods of assessment used in education and training, how to involve learners and others in the assessment process, the role and use of construction feedback in the assessment process and the requirements for keeping record of assessment in education and training.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand types and methods of assessment used in education and training	1.1	Explain the purposes of types of assessment used in education and training
		1.2	Describe characteristics of different methods of assessment in education and training
		1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
		1.4	Explain how different assessment methods can be adopted to meet individual learner needs
2	Understand how to involve learners and others in the assessment process	2.1	Explain why it is important to involve learners and others in the assessment process
		2.2	Explain the role and use of peer and self-assessment in the assessment process
		2.3	Identify sources of information that should be made available to learners and others involved in the assessment process
3	Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback
		3.2	Explain how constructive feedback contributes to the assessment process
		3.3	Explain ways to give constructive feedback to learners
4	Understand requirements for keeping records of assessment in education and training	4.1	Explain the need to keep records of assessment of learning
		4.2	Summarise the requirements for keeping records of assessment in an organisation

Unit Title:	Understanding the principles of assessment
Unit No:	D/601/5313
Level:	3
GLH:	24
Credit:	3

Unit details: This unit provides learners with the understanding of assessment including assessment principles, types of assessment methods, planning assessment, learner involvement, how to make assessment decisions, quality assurance, information management and the understanding of legal and good practice within assessment.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
		1.2	Define the key concepts and principles of assessment
		1.3	Explain the responsibilities of the assessor
		1.4	Identify the regulations and requirements relevant to the assessment in own area of practice
2	Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
		3.2	Evaluate the benefits of using a holistic approach to assessment
		3.3	Explain how to plan a holistic approach to assessment
		3.4	Summarise the types of risks that may be may be involved in assessment in own area of responsibility
		3.5	Explain how to minimise risks through the planning process
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
		4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: • Sufficient • Authentic • Current
		5.2	Explain how to ensure that assessment decisions are: • Made against specified criteria

FOCUS AWARDS

				• Valid • Reliable • Fair
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process	
		6.2	Summarise quality assurance and standardisation procedures in own area of practice	
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	
7	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment	
		7.2	Explain how feedback and questioning contribute to the assessment process	
8	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	
		8.2	Explain the contribution that technology can make to the assessment process	
		8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	
		8.4	Explain the value of reflective practice and continuing professional development in the assessment process	

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:
· Level 3 Award in Assessing Competence in the Work Environment
· Level 3 Award in Assessing Vocationally-Related Achievement
· Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission. Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Term	Definition
Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

FOCUS AWARDS

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	

Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report			
Qualification:			
Assessor:		**IQA:**	
Candidate Name	**Unit(s) Sampled**	**Assessment Methods**	**Comments**
		IQA Signature	
		Assessor Signature	