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# EDIFY LEVEL 3 Award in Education and Training (RQF)

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# ABOUT EDIFY

EDIFY GLOBAL provides academic and vocational qualifications that are globally recognised. EDIFY GLOBAL's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an approved centre of TQUK in the UK. TQUK is approved and regulated by Ofqual (in full). TQUK Ofqual reference number is RN5355.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an approved centre of recognised Awarding Organisation, EDIFY GLOBAL always care to implement quality assurance processes. This is to ensure that we are approved for the delivery and assessment of TQUK's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

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

## SUPPORTING DIVERSITY

EDIFY GLOBAL 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 learning. This can include questionnaires and surveys to allow EDIFY GLOBAL to understand how we can improve the learner experience.

# Contents

# 1. INTRODUCTION

## 1.1 WHY CHOOSE EDIFY QUALIFICATIONS?

EDIFY GLOBAL qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. We will support our 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.

EDIFY GLOBAL 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 impact of external forces on them. The fast-changing and complex business environment and different organisational ability 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    QUALIFICATION DEVELOPMENT

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

## 1.3    QUALIFICATION TITLE AND CODE

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

**TQUK LEVEL 3 AWARD IN EDUCATION AND TRAINING (601/1831/3)**

## EDIFY GLOBAL LTD

# 2. QUALIFICATION AIMS AND LEARNING OUTCOMES

## 2.1    AIMS OF THE DIPLOMA

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

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

## 2.2    Learning Outcomes of the Diploma

The overall learning outcome of the Diploma are designed to allow learners to obtain and then demonstrate the knowledge and skills required to provide specialist teaching and learning support to children and young people in schools. These include:

- Understand the principles underpinning the development of positive relationships with children, young people and adults.
- Be able to support learning activities.
- Understand the role and features of assessment for learning.

- Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.
- Be able to reflect on their own practice.
- Be able to plan and prepare learning activities under the supervision of a teacher.

## 3. ENTRY CRITERIA

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

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

There may be a requirement, by a learner's employer for them to hold a current CRB Certificate if they currently or intend to work with learners who are covered by the CRB regulations. It is the learner's responsibility to seek advice from their employer regarding this, along with attending any necessary Safeguarding information events. Centres are responsible for ensuring the qualification is appropriate for the age and ability of the learners.

## 4. STRUCTURE OF THE QUALIFICATIONS

### 4.1 UNITS, CREDITS AND TOTAL QUALIFICATION TIME (TQT)

The EDIFY GLOBAL Level 3 Award in Education and Training (RQF) made up of 12 credits.

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

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is 120 hours. GLH for this qualification is 48.

- 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 that can contribute to guide 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 that 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 STRUCTURES

Edify Global Level 3 Award in Education and Training (RQF).

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

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

**Group A:** 3 credits

**Group B:** a minimum of 6 credits

**Group C:**  a minimum of 3 credits.

| EDIFY GLOBAL Level 3, in Award in Education and Training (RQF) | | | | |
|---|---|---|---|---|
| Unit Reference | Mandatory Units | Level | Credits | GLH |
| Group A | | | | |
| H/505/0053 | Understanding roles, responsibilities and relationships in education and training | 3 | 3 | 12 |
| Group B ( 6 credits from this group) | | | | |
| D/505/0052 | Understanding and using inclusive learning and teaching approaches in education and training | 3 | 6 | 24 |
| J/502/9549 | Facilitate learning and development for individuals (Learning and Development unit) | 3 | 6 | 25 |
| F/502/9548 | Facilitate learning and development in groups (Learning and Development unit) | 3 | 6 | 25 |
| Group C ( 3 credits from this group) | | | | |
| R/505/0050 | Understanding assessment in education and training | 3 | 3 | 12 |
| D/601/5313 | Understanding the principles and practices of assessment (Learning and Development unit) | 3 | 3 | 24 |

## 4.3    PROGRESSION AND LINKS TO OTHER EDIFY GLOBAL PROGRAMMES

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

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

- EDIFY GLOBAL Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in Learning and Development
- Level 4 Diploma in Learning and Development.

## 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.

EDIFY GLOBAL 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.

# 5. GUIDANCE TO TEACHING AND LEARNING

To ensure consistency and quality of delivery amongst centres, EDIFY GLOBAL 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

# 6. LEARNER SUPPORT

EDIFY GLOBAL continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery EDIFY GLOABL, 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

## 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 would like a more detailed about EDIFY GLOBAL policies on the use and disclosure of personal information, please contact EDIFY GLOBAL via email support enquiries@edifyglobal.org

# 7. ASSESSMENT

These qualifications are vocational as they can support a learner's career progression. To meet EDIFY GLOBAL'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 knowledge, understanding and. Original thought, problem solving and 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. Mature and part-time learners will ideally be able to draw on their personal work experience too.

# 8. COURSE REGULATIONS

## 8.1   COURSE REQUIREMENTS

All units will be internally assessed using a range of methods. Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for Tutors' convenience). Skills-based outcomes must be achieved with reference to a real work environment and must include direct observation within the workplace.

## 8.2   CLASSIFICATION OF AWARDS

Decisions about the overall classification of awards are made by EDIFY GLOBAL through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of EDIFY GLOBAL, 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

EDIFY GLOBAL 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: enquiries@edifyglobal.org

# 9. EQUALITY AND DIVERSITY

EDIFY GLOBAL recognises that discrimination and victimisation are unacceptable and that it is in the interests of EDIFY GLOBAL employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of EDIFY GLOBAL 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 EDIFY GLOBAL'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.

# APPENDIX 1: UNIT DESCRIPTORS

## UNIT 1: UNDERSTANDING ROLES, RESPONSIBILITIES AND RELATIONSHIPS IN EDUCATION AND TRAINING

**Unit code: H/505/0053**

**RQF level: 3**

**Learning Outcomes and Assessment Criteria**

| Learning Outcomes. To achieve this unit a learner must be able to: | Assessment Criteria: Assessment of these outcomes demonstrates a learner can: |
|---|---|
| 1. Understand the teaching role and responsibilities education and training | 1.1 Explain the teaching role and responsibilities in education and training<br><br>1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities<br><br>1.3 Explain ways to promote equality and value diversity<br><br>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<br><br>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<br><br>3.2 Explain the boundaries between the teaching role and other professional roles<br><br>3.3 Describe points of referral to meet the individual needs of learners |

## Recommended content for the delivery of this unit

The teacher's role and responsibilities, for example:

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- Acting professionally and with integrity

- Attending meetings and standardisation activities

- Carrying out relevant administrative requirements

- Communicating appropriately and effectively with learners and others

- Completing attendance records/registers

- Maintaining a safe, positive and accessible learning environment for learners and others

- Maintaining records and confidentiality

- Partaking in quality assurance processes

- Support learners and ensure learning is taking place

- Teaching and training in an inclusive, engaging and motivating way

**Legislation, regulatory requirements and codes of practice, for example:**

- Copyright Designs and Patents Act (1988)

- General Data Protection Regulation

- Freedom of Information Act (2000)

- Health and Safety at Work etc. Act (1974)

- Safeguarding Vulnerable Groups Act (2006)

- Control of Substances Hazardous to Health (COSHH) Regulations (2002) for subjects which include the use of chemicals and hazardous materials

- Food Hygiene Regulations (2006) for subjects which include the use of food

- Health and Safety (Display Screen Equipment) Regulations (1992) for subjects which include the use of computer screen

- Manual Handling Operation Regulations (1992) for subjects which include the lifting and carrying of items

Codes of practice such as: Acceptable use of information technology, Timekeeping, Dress, Equality and Diversity, for example:

- The Equality Act (2010)

**Ways to promote differentiation, inclusion, equality and diversity, for example, by:**

- Agreeing ground rules with learners

- Challenging prejudice, discrimination and stereotyping as it occurs

- Facilitating discussions regarding cultural topics, popular television programmes and relevant news stories

- Organising the environment to enable ease of access around any obstacles

- Producing resources in different formats i.e. hard copy and/or electronic

- Using naturally occurring opportunities to explore aspects such as Ramadan or Chinese New Year

- using resources which reflect different abilities, ages, cultures, genders and races

**Identifying and meeting individual learner needs, for example:**

- **Identifying needs:** information, advice and guidance (IAG) interview, communicating with the learner prior to commencement, as part of the initial assessment process, during discussions at the interview stage, tutorial reviews

- **Needs:** dyslexia, English as a second or other language, financial issues, health concerns, transport problems etc.

- **Meeting needs:** to improve motivation, attendance, progress and achievement by providing additional support, and/or referring learners to appropriate people or agencies

**Maintaining a safe and supportive learning environment, for example:**

- Ensuring the physical, social and learning aspects are appropriate, accessible and suitable

- Health and safety

- Safeguarding

**Appropriate behaviour and respect, for example:**

- Being honest, reliable and trustworthy

- Challenging and managing inappropriate behaviour

- Communicating appropriately

- Encouraging politeness and consideration towards others

- Leading by example

- Liaising and working with others in a professional manner

- Listening to others' points of view

- To create an appropriate atmosphere in which learning can effectively take place

- Valuing others' opinions

**Working with other professionals, for example:**

- Administration staff

- Assessors

- Internal and external quality assurers

- Health and safety officers

- Learning support staff

- Managers

- Reprographics staff

- Support workers

- Technicians

**Boundaries, for example:**

- Knowing the boundaries of the teaching role i.e. knowing where the teaching role stops and not overstepping it

- Not doing something which is part of someone else's role

- Not blurring the teaching role with a supportive and/or assessment or other role

- Not putting the professional role under pressure from managers, targets or funding

**Points of referral to meet individual needs, for example:**

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

- Relevant support agencies, telephone helplines, Citizens Advice Bureau

- Health centres, general practitioners, hospitals

- National Careers Service

- Specialist staff internal or external to the organisation

# UNIT 2: UNDERSTANDING AND USING INCLUSIVE TEACHING AND LEARNING APPROACHES IN EDUCATION AND TRAINING

**Unit code: D/505/0052**

**RQF level: 3**

**Learning Outcomes and Assessment Criteria**

| Learning Outcomes. To achieve this unit a learner must be able to: | Assessment Criteria: Assessment of these outcomes demonstrates a learner can: |
|---|---|
| 1. Understand inclusive teaching and learning approaches in education and training | 1.1. Describe features of inclusive teaching and learning<br>1.2. Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs<br>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<br>2.2. Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs<br>2.3. Explain ways to engage and motivate learners<br>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<br>3.2. Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner need |
| 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.<br><br>4.3. Provide constructive feedback to learners to meet their individual needs. |
| 5. Be able to evaluate the delivery of inclusive teaching and learning | 5.1. Review the effectiveness of own delivery of inclusive teaching and learning.<br><br>5.2. Identify areas for improvement in own delivery of inclusive teaching and learning. |

## Recommended content for the delivery of this unit

**Features of inclusive teaching and learning, for example:**

- Ascertaining individual needs, learning preferences and goals

- Challenging stereotyping, discrimination and prejudice as it occurs

- Differentiating activities to address individual differences; for example, different abilities and levels

- Ensuring the environment is accessible to all learners

- Identifying where modifications or changes are needed to equipment or activities

- Recognising and valuing individual learner contributions and achievements

- Using a wide range of teaching, learning and assessment approaches based upon learner needs

- Using resources and materials which positively promote all aspects of community and society, equality and diversity

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

- Demonstrations

- Discussions

- Distance, open or e-learning

- Group work

- Instruction

- Practical activities

- Presentations

- Questions and answers

- Research
- Role plays
- Seminars
- Technology based teaching and learning

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

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

**English:** reading, writing, listening, speaking, discussing

**Maths:** approximations, estimations, calculations, measurements

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

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

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

- Actively including all learners, and differentiating for abilities, levels, learning preferences and individual needs
- Conveying passion and enthusiasm for the subject
- Establishing a purposeful learning environment where all learners feel safe, secure, confident and valued
- Following policies and procedures for example health and safety, equality and diversity
- Giving appropriate support
- Motivating learners
- Understanding challenges, barriers and attitudes to learning
- Using a range of different resources to meet the needs of all learners
- Using effective teaching, learning and assessment approaches

**Resources, for example:**

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

**Assessment approaches, for example:**

- Assignments
- Case studies
- Observations
- Puzzles and quizzes
- Questions, oral and written
- Tests and exams

**Engaging and motivating learners, for example, by:**

- Asking open questions
- Being aware of attention-span time limits
- Giving ongoing constructive, supportive and developmental feedback
- Giving praise and encouragement
- Setting realistic aims and objectives
- Stretching learners' potential
- Supporting those who need it
- Treating learners with respect and as individuals
- Using activities to get learners actively working together
- Varying teaching, learning and assessment approaches to reach all learning preferences

**Establishing ground rules, for example, by:**

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

**Planning the micro teach session, for example, by:**

- Creating an inclusive teaching and learning plan (session plan) to include:
- Details of learners, the venue, date, time and subject/topic

- Realistic aims and objectives

- Teaching, learning and assessment approaches

- Resources

- Appropriate timings for all activities

**Delivering the micro teach session, for example, by:**

- Using teaching, learning and assessment approaches to meet individual learner needs

- Communicating effectively with learners

- Assessing individual learning and achievement

- Providing constructive feedback

**Evaluating the micro teach session, for example, by:**

- Reflecting on progress and development

- Reviewing the effectiveness of the delivery

- Identifying areas for improvement

**Additional Assessment requirements**

There is a microteaching requirement for this unit.

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

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

## UNIT 3: FACILITATE LEARNING AND DEVELOPMENT FOR INDIVIDUALS

**Unit code: J/502/9549**

**RQF level: 3**

**Learning Outcomes and Assessment Criteria**

| Learning Outcomes. To achieve this unit a learner must be able to: | Assessment Criteria: Assessment of these outcomes demonstrates a 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<br>1.2. Explain factors to be considered when facilitating learning and development to meet individual needs<br>1.3. Evaluate methods for facilitating learning and development to meet the needs of individuals<br>1.4. Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development<br>1.5. Explain how to overcome individual barriers to learning<br>1.6. Explain how to monitor individual learner progress<br>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<br>2.2. Implement activities to meet learning and/or development objectives<br>2.3. Manage risks and safeguard learners participating in one-to-one learning and/or development |
| 3. Be able to assist individual learners in applying new knowledge and skills in practical contexts | 3.1. Develop opportunities for individuals to apply their new knowledge and learning in practical contexts<br>3.2. Explain benefits to individuals of applying new knowledge and skills |

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| 4. Be able to assist individual learners in reflecting on their learning and/or development | 4.1. Explain benefits of self-evaluation to individuals |
| | 4.2. Review individual responses to one-to-one learning and/or development |
| | 4.3. Assist individual learners to identify their future learning and/or development needs |

## Additional assessment requirements

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

The unit relates to Learning and Development National Occupational Standards, Standard 7:

Facilitate individuals' learning and development

# UNIT 4: FACILITATE LEARNING AND DEVELOPMENT IN GROUPS

**Unit code: F/502/9548**

**RQF level: 3**

**Learning Outcomes and Assessment Criteria**

| Learning Outcomes. To achieve this unit a learner must be able to: | Assessment Criteria: Assessment of these outcomes demonstrates a learner can: |
|---|---|
| 1. Understand principles and practices of learning and development in groups | 1.1. Explain purposes of group learning and development<br>1.2. Explain why delivery of learning and development must reflect group dynamics<br>1.3. Evaluate methods for facilitating learning and development to meet the needs of groups<br>1.4. Explain how to manage risks and safeguard individuals when facilitating learning and development in groups<br>1.5. Explain how to overcome barriers to learning in groups<br>1.6. Explain how to monitor individual learner progress within group learning and development activities<br>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<br>2.2. Implement learning and development activities to meet learning objectives<br>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<br>3.2. Provide feedback to improve the application of learning |

| 4. Be able to assist learners to reflect on their learning and development undertaken in groups | 4.1. Support self-evaluation by learners |
| | 4.2. Review individual responses to learning and development in groups |
| | 4.3. Assist learners to identify their future learning and development needs |

## Additional assessment requirements

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

The unit relates to Learning and Development National Occupational Standards, Standard 6:

Manage learning and development in groups

# UNIT 5: UNDERSTANDING ASSESSMENT IN EDUCATION AND TRAINING

**Unit code: R/505/0050**

**RQF level: 3**

**Learning Outcomes and Assessment Criteria**

| Learning Outcomes. To achieve this unit a learner must be able to: | Assessment Criteria: Assessment of these outcomes demonstrates a 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<br>1.2. Describe characteristics of different methods of assessment in education and training<br>1.3. Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs<br>1.4. Explain how different assessment methods can be adapted to meet individual learner needs |
| 2. Understand how to involve learners and others in the assessment process | 2.1. Explain why it is important to involve learners and others in the assessment process<br>2.2. Explain the role and use of peer and self-assessment in the assessment process<br>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<br>3.2. Explain how constructive feedback contributes to the assessment process<br>3.3. Explain ways to give constructive feedback to learners |
| 4. Understand requirements for keeping records of assessment in education and training | 4.1. Explain the need for keeping records of assessment of learning |

| | 4.2. Summarise the requirements for keeping records of assessment in an organisation |
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## Recommended content for the delivery of this unit

**Types of assessment, for example:**

- Initial, diagnostic, formative, holistic, summative

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

- Assignments
- Case studies
- Discussions
- Essays
- Exams
- Gapped handouts
- Observations
- Puzzles and quizzes
- Questions, oral and written
- Tests and exams

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

- Ensuring learners are fully briefed and agree to appropriate activities and target dates
- Taking individual learner needs into account
- Ascertaining and building on prior learning and experience
- Enabling the learner to discuss what progress they are making
- Involving others who are associated with the learner, for example, other assessors,
- Workplace supervisors etc., to ensure they are aware of progress and achievement

**Peer and self-assessment, for example:**

- Peer assessment involves a learner assessing another learner's progress
- Self-assessment involves a learner assessing their own progress
- The advantages and disadvantages of both

- Encouraging learners to make decisions about what has been learnt so far, take responsibility for their learning and become involved with the assessment process

**Sources of information for learners and others, for example:**

- The standards, qualification, job role or units to be assessed
- Assessment plans
- Feedback records
- Websites, text books and journals
- Progress and achievement records

**Constructive feedback, for example key features such as:**

- Using the learner's name
- Asking the learner how they feel they have done, before telling them
- Giving specific feedback regarding what was, and what wasn't achieved
- Making feedback a two way process to allow a discussion to take place
- Being aware of body language
- Setting new targets or action points

**How feedback contributes to the assessment process by:**

- Enabling learners to know what progress they have made, what they have achieved and any action that may be required
- Creating opportunities for clarification and discussion
- Emphasising progress rather than failure
- Helping improve confidence and motivation
- Identifying further learning opportunities

**Ways to give feedback such as:**

- Formally, informally
- Directly, indirectly
- Constructive, destructive
- Objective, subjective
- Evaluative, descriptive

**Assessment records, for example:**

- Achievement dates and grades

- Assessment plans

- Assessment feedback records

- Authentication declarations/statements

- Initial and diagnostic assessment results

- Learning preference results

- Observation checklists

- Progress reviews

- Records of questions and responses

**The need to keep records of assessment, for example:**

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

# UNIT 6: UNDERSTANDING THE PRINCIPLES AND PRACTICES OF ASSESSMENT

**Unit code: D/601/5313**

**RQF level: 3**

**Learning Outcomes and Assessment Criteria**

| Learning Outcomes. To achieve this unit a learner must be able to: | Assessment Criteria: Assessment of these outcomes demonstrates a learner can: |
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| 1. Understand the principles and requirements of assessment | 1.1. Explain the function of assessment in learning and development<br>1.2. Define the key concepts and principles of assessment<br>1.3. Explain the responsibilities of the assessor<br>1.4. Identify the regulations and requirements relevant to assessment in own area of practice |
| 2. Understand different types of assessment method | 2.1. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners |
| 3. Understand how to plan assessment | 3.1. Summarise key factors to consider when planning assessment<br>3.2. Evaluate the benefits of using a holistic approach to assessment<br>3.3. Explain how to plan a holistic approach to assessment<br>3.4. Summarise the types of risks that may be involved in assessment in own area of responsibility<br>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<br>4.2. Summarise types of information that should be made available to learners and others involved in the assessment process |

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| | 4.3. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning<br><br>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:<br>    • sufficient<br>    • authentic, and<br>    • current<br><br>5.2. Explain how to ensure that assessment decisions are:<br>    • made against specified criteria<br>    • valid<br>    • reliable, and<br>    • fair |
| 6. Understand quality assurance of the assessment process | 6.1. Evaluate the importance of quality assurance in the assessment process<br><br>6.2. Summarise quality assurance and standardisation procedures in own area of practice<br><br>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<br><br>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<br><br>8.2. Explain the contribution that technology can make to the assessment process |

| | 8.3. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment |
| | 8.4. Explain the value of reflective practice and continuing professional development in the assessment process |

This unit relates to the Learning and Development National Occupational Standards, Standard 9:

Assess learner achievement.