



Qualsafe Level 3 Award in
**Education and
Training (RQF)**

Qualification Specification

Contents

Qualsafe Awards.....	03	Delivery and support.....	09
Qualification overview.....	03	Learner to Trainer ratio.....	09
Objective.....	03	Delivery plan.....	09
Intended audience.....	03	Qualsafe at Home.....	09
Structure.....	04	Learning materials.....	10
Other Units.....	04	Ongoing support.....	10
Relationship with other related qualifications.....	04	Assessment.....	10
Recognition of Prior Learning (RPL).....	04	Methods.....	10
Entry requirements.....	05	Access to assessment.....	10
Other course requirements.....	05	Quality assurance.....	11
Progression.....	05	Centre internal quality assurance.....	11
Requalification requirements.....	05	Qualsafe Awards external quality assurance.....	11
Qualification approval requirements.....	06	Further information.....	12
Trainers.....	06	Contact us.....	12
Assessors for unit Understanding assessment in education and training.....	06	Useful addresses and websites.....	12
Assessors for unit Understanding the principles and practices of assessment.....	07	Appendix – Qualification units.....	13
Internal Quality Assurers for Understanding assessment in education and training.....	07	Mandatory unit 1.....	13
Internal Quality Assurers for Understanding the principles and practices of assessment.....	07	Mandatory unit 2.....	14
Venue and equipment.....	08	Optional unit 3.....	15
Course/Centre administration.....	08	Optional unit 4.....	16
Registering Trainee Trainers.....	08		
Certification.....	08		

Key Qualification Information

Qualification number:	610/2404/1
Operational start date:	1 May 2023
Total Qualification Time (TQT):	120
Guided Learning Hours (GLH):	48
Credit value:	12
Number of units:	2 mandatory units (all mandatory units must be achieved) 1 optional unit from the optional units available
Assessment methods:	• Theory assessment – 3 x Learner Workbook • Practical assessment – Microteach



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Education and Training suite of qualifications and replaces the QA Level 3 Award in Education and Training (RQF). As with the previous mentioned qualification, this qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards for Learning and Development
- 2022 Professional Standards for Teachers and Trainers in Education and Training

This QA qualification is designed to provide Trainee Trainers with an introduction to teaching/training in the further education and skills sector. It is a knowledge-based teaching qualification which has no minimum teaching practice requirement, and therefore, it may be undertaken by individuals who are not currently in a teaching or training role.

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 3 Award in Education and Training (RQF) and includes the information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Trainee Trainers by enabling them to attain the knowledge, understanding and skills required to prepare them for teaching in a wide range of contexts. It will help the Learner to build an understanding of the specific roles and responsibilities related to planning and delivering inclusive training sessions as well as how to assess Trainee Trainers giving them constructive and developmental feedback.

Intended audience

This qualification provides an introduction to teaching for individuals who would like to work or currently work in the further education and skills sector, e.g. Further Education (FE) College, Independent Training Providers and or Local Authorities. Trainee Trainers might include:

- Individuals not currently teaching or training – achievement of the qualification does not require teaching practice (other than microteaching)
- Individuals currently teaching and training, including those new to the profession – although the qualification does not require teaching practice (see explanation above), opportunities may be made available to observe and provide feedback on a Learner's practice
- Individuals currently working as Assessors who want to achieve a qualification that provides an introduction to teaching



Structure

This qualification contains 2 mandatory units and 1 unit from the optional units available (see table below). Full details of these units are in *Appendix 1*.

Mandatory units

Unit	Unit title	Level	Credit	GLH
1	Understanding roles, responsibilities and relationships in education and training	3	3	12
2	Understanding and using inclusive teaching and learning approaches in education and training	3	6	24

Optional units (select 1 only)

Unit	Unit title	Level	Credit	GLH
3	Understanding assessment in education and training	3	3	12
4	Understanding the principles and practices of assessment	3	3	24

This qualification has a Total Qualification Time (TQT) of 120 hours. Trainee Trainers must complete all assessments in all mandatory units and the assessments from the chosen optional unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 12 months.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 48 GLH or 35 GLH (minimum) if the units are delivered holistically
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 72 hours

Note: GLH and TQT could be increased depending on the selected optional unit.

Other units

No other units can be combined to count towards the Qualsafe Level 3 Award in Education and Training (RQF) qualification.

Relationship with other related qualifications

This qualification is only available at Level 3, however, Trainee Trainers could progress to the Qualsafe Level 4 Certificate in Education and Training (RQF). Qualsafe Level 3 Award in Education and Training (RQF) contains the unit *Understanding roles, responsibilities and relationships in education and training* which is a mandatory unit in the Level 4 Certificate in Education and Training (RQF). The optional unit *Understanding the principles and practices of assessment* is an optional unit in the Level 4 Certificate in Education and Training (RQF) and other assessing qualifications identified in the Recognition of Prior Learning Section.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.



Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases, Centres may need to produce mappings against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.

RPL is considered for this qualification with the following potential outcomes:

- Reduction or exemption of learning outcomes or GLH for the units
- Exemption of all assessments for the units

RPL for this qualification **must** be approved by QA prior to implementation. Note: Charges may apply.

Competency gained through achieving the unit *Understanding roles, responsibilities and relationships in education and training* may be used as Recognition of Prior Learning (RPL) towards Qualsafe Level 4 Certificate in Education and Training (RQF).

Competency gained through achieving the unit *Understanding the principles and practices of assessment* may be used as Recognition of Prior Learning (RPL) towards the following qualifications:

- Qualsafe Level 4 Certificate in Education and Training (RQF)
- Qualsafe Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- Qualsafe Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Qualsafe Level 3 Certificate in Assessing Vocational Achievement (RQF)

Entry requirements

Trainee Trainers must be at least 19 years old on the first day of the training. There are no other formal entry requirements but to benefit from the learning we advise that Trainee Trainers consider a subject for delivery and hold the relevant qualifications and/or experience in their chosen area of expertise to be able to deliver it.

We advise that Trainee Trainers have a minimum of Level 2 in English. If Trainee Trainers do not have Level 2 in English, they should record their development needs and agree an action plan to address them.

Other course requirements

There is a minimum requirement for Trainee Trainers to take part in microteaching. Microteaching is an activity where Trainee Trainers prepare and deliver a short teaching and learning session to their peers and then evaluate their practice.

Progression

The Qualsafe Level 3 Award in Education and Training (RQF) may be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

Some possible routes of progression are:

- Qualsafe Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- Qualsafe Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Qualsafe Level 3 Certificate in Assessing Vocational Achievement (RQF)
- Qualsafe Level 4 Certificate in Education and Training (RQF)
- Qualsafe Level 5 Diploma in Education and Training (RQF)

Requalification requirements

It is not a requirement for Trainee Trainers to renew this qualification however, it is recommended that they keep up-to-date with current practice in teaching and learning through regularly participating in personal development opportunities.



Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A teaching or training qualification (see *Teaching qualifications* table)
2. Evidence of relevant teaching experience in an education or training context
3. Access to appropriate guidance and support

Teaching qualifications	
B.Ed – Bachelor of Education	CTLLS – Certificate in Teaching in the Lifelong Learning Sector
Cert Ed – Certificate Education	DTLLS – Diploma in Teaching in the Lifelong Learning Sector
Further and Adult Education Teacher's Certificate	Level 4 Certificate in Education and Training (RQF)
M.Ed – Master of Education	Level 5 Diploma in Education and Training (RQF)
PGCE – Postgraduate Certificate in Education	S/NVQ Level 4 in Learning and Development

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

The list does not include qualifications that only provide an introduction to teaching. However, QA may accept individuals who for example, hold the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards if they have evidence of substantial and successful teaching experience.

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Assessors for unit Understanding assessment in education and training

There is no requirement for a separate Assessor when delivering this qualification if choosing optional unit 1. Once Trainers have been approved to deliver the qualification, they can assess Trainee Trainers.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles



outlined in the current *National Occupational Standards for Learning and Development: Standard 9 Assess learner achievement*. Centres must be able to prove this.

Assessors for unit Understanding the principles and practices of assessment

All Assessors should have the skills, knowledge and experience to be able to assess this subject. Each Assessor must be approved by QA and provide evidence of:

1. A recognised assessing qualification, see Assessing qualifications table
2. Relevant assessment experience in an educational setting, and
3. Keeping up to date with the subject area and provide evidence of CPD

Assessing qualifications	
D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence	A1 Assess candidate performance using a range of methods
Level 3 Certificate in Assessing Vocational Achievement	Level 3 Award in Assessing Competence in the Work Environment

If relevant qualifications or experience do not appear on this list, please provide us with details as alternatives may be acceptable.

Internal Quality Assurers for Understanding assessment in education and training

All Internal Quality Assurers (IQAs) for this unit should have the skills, knowledge and experience to be able to quality assure the subject. Each IQA must be approved by QA and provide evidence of:

- A teaching or training qualification, see *Teaching qualifications* table
- Relevant teaching experience
- Holding, or be working towards, a formal (regulated) IQA qualification. However, as a minimum, IQAs must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 Internally monitor and maintain the quality of assessment*

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Internal Quality Assurers for Understanding the principles and practices of assessment

All Internal Quality Assurers (IQAs) should have the skills, knowledge and experience to be able to internally quality assure this subject. Each IQA must be approved by QA and provide evidence of:

1. A recognised assessing qualification, see *Assessing qualifications* table above
2. A recognised internal quality assurance qualification see *Internal quality assurance qualifications* table
3. Relevant assessment experience in an educational setting, and
4. Keeping up to date with the subject area and CPD

Internal quality assurance qualifications	
D34 Internally verify the assessment process	V1 Conduct internal quality assurance of the assessment process
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment 7 Processes and Practice	Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice



If relevant qualifications or experience do not appear on this list, please provide us with details as alternatives may be acceptable.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Trainee Trainers with clear and accurate reference books/handouts covering the topics included in the qualification.

Course/Centre administration

Pre-registering courses

Centres approved to deliver this qualification must pre-register courses on the QA Customer Portal at least 5 working days in advance of the course start date. This will allow QA to make the necessary external quality assurance arrangements, which includes unannounced visits. Centres must adhere to this pre-course registration requirement and should be aware that any identified non-compliance in this respect will lead to the imposition of sanctions in line with the content of the *QA Sanctions Policy*.

Centres not pre-registering courses on the QA Customer Portal with 5 working days' notice will not be able to download assessment paperwork or deliver planned courses.

It should be noted that Centres cannot register courses after the event and must purchase sufficient qualifications from QA in advance to facilitate pre-course registration. Further guidance can be found on the QA Customer Portal.

Registering Trainee Trainers

Register Trainee Trainers with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at: www.qualsafeawards.org



Centres will be given login details and guidance on using the QA Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification (including a record of achievement that contains the units achieved).

The certificate date is the date the Learner achieves the final unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 12 Trainee Trainers to 1 Trainer.

Note: You should never allow more Trainee Trainers on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Trainee Trainers, making sure Trainee Trainers are adequately prepared for the assessments.

Centres should consider the mode of delivery (full time, part time, evening, blended learning, etc.), which must accommodate Trainee Trainers being involved in at least **1 hour of microteaching**. It is possible to integrate this qualification with other programmes, such as a First Aid trainer programme.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 35 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Trainee Trainers, making sure Trainee Trainers are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Qualsafe at Home

This qualification can be delivered online using a virtual classroom. It can be delivered entirely online by combining live remote training and live microteach assessments or Trainee Trainers can complete the live remote training and then attend a face-to-face microteach assessment session. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery. The normal course notifications still apply even when the course is being run remotely and all microteach assessments completed remotely **must** be completed live and recorded and retained for quality assurance purposes.



Learning materials

Centres must provide each Learner with suitable reference material that covers the lesson plans and learning outcomes for this qualification. We recommend:

- *The Practical Guide to the Level 3 Award in Education and Training* by Teresa Barron

Centres can choose alternative books or other learning materials but these **must be in accordance with** current guidelines and best practice, including the *Professional Standards for Teachers and Trainers in Education and Training* and **must be approved** by Qualsafe Awards prior to use.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Trainee Trainers throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Trainee Trainers feedback on their progress and how they might be able to improve

Assessment

Methods

Qualsafe Awards has devised externally set, internally marked assessment tools to make sure Trainee Trainers are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the QA Customer Portal in advance of the course. The methods of assessment used within this qualification are:

- Practical assessment – There is 1 practical assessment for this qualification. Trainee Trainers must be involved in at least 1 hour of microteaching. Each Learner must deliver a 15-minute microteaching session observed and assessed by a member of the delivery team throughout the course, with the results of each learning outcome recorded on the Microteach Observation Form. During the other 45 minutes, the Learner can either deliver additional microteaching sessions or observe the microteaching sessions of other Trainee Trainers. Either way Trainee Trainers need to submit valid evidence to show this took place. For each of their delivered microteach sessions Trainee Trainers will need to complete a:
 - *Session plan*
 - *Session evaluation template*
- Theory assessments:
 - 3 x Learner Workbooks

There are 2 possible grades available of Pass or Fail. All areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course.

Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the QA *Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration



When a reasonable adjustment needs to be made, Centres should check the *QA Access to Assessment Policy* to see if the adjustment required needs prior approval or if the Reasonable Adjustment Form can be submitted retrospectively. If the adjustment requires prior approval, then Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence at least five working days in advance of course delivery for review and approval. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA along with any supporting evidence (where available) for consideration and approval. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre's and QA's appeals and complaints procedures and how they can access these. Information about these procedures can be found in the *QA Training Commitment* which should be presented to Learners during their course.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Trainee Trainers and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.



Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Education and Training Foundation: www.et-foundation.co.uk
- The Department for Education: <https://www.gov.uk/government/organisations/department-for-education>
- Excellence Gateway: www.excellencegateway.org.uk
- FE Advice: Becoming a Further Education teacher: www.feadvice.org.uk
- FE News – Further Education College and Training Provider Magazine: www.fenews.co.uk
- Learning and Work Institute: www.learningandwork.org.uk
- TES online network of teachers and resources: www.tes.co.uk



Appendix – Qualification units

Mandatory unit 1

The Qualsafe Level 3 Award in Education and Training (RQF) has 2 mandatory units that Trainee Trainers are required to complete and 2 optional units available (of which Trainee Trainers must complete 1) in order to achieve the qualification.

Title:	Understanding roles, responsibilities and relationships in education and training
GLH:	12
Level:	3
Credit value:	3
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training 1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 Explain ways to promote equality and value diversity 1.4 Explain why it is important to identify and meet individual Learner needs
2. Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment 2.2 Explain why it is important to promote appropriate behaviour and respect for others
3. Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals 3.2 Explain the boundaries between the teaching role and other professional roles 3.3 Describe points of referral to meet the individual needs of Learners



Mandatory unit 2

Title:	Understanding and using inclusive teaching and learning approaches in education and training
GLH:	24
Level:	3
Credit value:	6
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand inclusive teaching and learning approaches in education and training	1.1 Describe features of inclusive teaching and learning 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual Learner needs 1.3 Explain why it is important to provide opportunities for Learners to develop their English, mathematics, ICT and wider skills
2. Understand ways to create an inclusive teaching and learning environment	2.1 Explain why it is important to create an inclusive teaching and learning environment 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual Learner needs 2.3 Explain ways to engage and motivate Learners 2.4 Summarise ways to establish ground rules with Learners
3. Be able to plan inclusive teaching and learning	3.1 Devise an inclusive teaching and learning plan 3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual Learner needs
4. Be able to deliver inclusive teaching and learning	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual Learner needs 4.2 Communicate with Learners in ways that meet their individual needs 4.3 Provide constructive feedback to Learners to meet their individual needs
5. Be able to evaluate the delivery of inclusive teaching and learning	5.1 Review the effectiveness of own delivery of inclusive teaching and learning 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning



Optional unit 3

Title:	Understanding assessment in education and training
GLH:	12
Level:	3
Credit value:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Understand types and methods of assessment used in education and training	1.1 Explain the purposes of types of assessment used in education and training 1.2 Describe characteristics of different methods of assessment in education and training 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual Learner needs 1.4 Explain how different assessment methods can be adapted to meet individual Learner needs
2. Understand how to involve Learners and others in the assessment process	2.1 Explain why it is important to involve Learners and others in the assessment process 2.2 Explain the role and use of peer and self-assessment in the assessment process 2.3 Identify sources of information that should be made available to Learners and others involved in the assessment process
3. Understand the role and use of constructive feedback in the assessment process	3.1 Describe key features of constructive feedback 3.2 Explain how constructive feedback contributes to the assessment process 3.3 Explain ways to give constructive feedback to Learners
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



Optional unit 4

Title:	Understanding the principles and practices of assessment
GLH:	24
Level:	3
Credit value:	3
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the principles and requirements of assessment	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 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 1.4 Explain how assessment arrangements can be adapted to meet the needs of individual Learners
5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • Sufficient • Authentic • Current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • 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

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.