

Qualification Guidance

For awarding organisations

Level 3 Award in Education and Training (QCF)

March 2013



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Glossary

This table gives definitions for the terms and acronyms used in this document.

Acronym / Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning (QCF)
GLH	Guided learning hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice.
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RITS	Regulatory Information Technology System

Section 1 Introduction

1.1 Purpose of this document

This document provides the technical information needed by awarding organisations to develop the following qualification in the Qualifications and Credit Framework (QCF):

Level 3 Award in Education and Training (QCF)

This qualification replaces the QCF *Level 3 Award in Preparing to Teach in the Lifelong Learning Sector* and the *Level 4 Award in Preparing to Teach in the Lifelong Learning Sector* (PTLLS) introduced in 2007 and updated in 2011.

This document does not provide general information about the suite of teaching qualifications being introduced from 2013 for the further education and skills sector. This is available in the separate LSIS guidance document *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): Guidance for employers and practitioners (LSIS, 2013)*.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides the background and brief design features for the qualification. It includes information on the minimum core of literacy, language, numeracy and ICT.
- **Section 2** gives details of the qualification requirements and the rules of combination for the *Level 3 Award in Education and Training*. It also includes information on links to other qualifications in the Education and Training suite.
- **Section 3** provides details on the units of assessment. Both the mandatory units and the optional units are included in this document.

1.3 Background

An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for an award at Level 3 was supported as part of a suite of generic teaching and training qualifications including certificate and diploma qualifications. More information about the findings of the review can be found in the report *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two – Findings Report (LSIS, 2013)*. An overview of the new qualifications is available in Annex 1.

LSIS has agreed with the Department for Business, Innovation and Skills (BIS) that there should be a phased introduction of the new qualifications as this will respect the different development cycles of awarding organisations and higher education institutions.

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) were outside the scope of the review. These standards will continue to underpin practice in the sector alongside the new teaching qualifications.

1.4 The design features of the qualification

The design features of the new qualifications are consistent with the main design features of the QCF. Knowledge and understanding of the QCF is a prerequisite for awarding organisations to be able to specify the qualification requirements. An up-to-date introduction to the QCF can be found on the [Ofqual website](#).

Units of assessment

The units that make up the new *Level 3 Award in Education and Training* qualification are available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual. When an awarding organisation has a qualification accredited, there will be public access to the units in the Ofqual Register of Regulated Qualifications.

Credit achievement and the rules of combination for this qualification are based on units of two different kinds, mandatory units and optional units. The distinctions are based on the regulatory requirements of the QCF:

- **Mandatory units:** as the QCF term implies, these are units that must be completed in order for the qualification to be achieved.
- **Optional units:** this QCF term refers to units within a group from which a learner may select particular units in order to achieve the required number of credits for the award of the qualification.

1.5 Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector.

There is no requirement in relation to the minimum core in this qualification. However, there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT as outlined in section 2.6.

Providers may wish to base this initial assessment on the personal skills requirements for literacy, language, numeracy and ICT identified in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes* (LLUK, 2007; updated LSIS, 2013).

Section 2 Level 3 Award in Education and Training (QCF)

2.1 Qualification structure at a glance

Level 3 Award in Education and Training (QCF)

12 credits

Group A
3 credits must be achieved from this group

Understanding roles, responsibilities and relationships in education and training
3 credits
Level 3
Mandatory unit
Education and Training unit

Group B
6 credits must be achieved from this group

Understanding and using inclusive teaching and learning approaches in education and training
6 credits
Level 3
Optional unit
Education and Training unit

OR

Facilitate learning and development in groups
6 credits
Level 3
Optional unit
Learning and Development unit

OR

Facilitate learning and development for individuals
6 credits
Level 3
Optional unit
Learning and Development unit

Group C
3 credits must be achieved from this group

Understanding assessment in education and training
3 credits
Level 3
Optional unit
Education and Training unit

OR

Understanding the principles and practices of assessment
3 credits
Level 3
Optional unit
Learning and Development unit

2.2 Purpose of the qualification

The *Level 3 Award in Education and Training* provides an introduction to teaching. It can meet the needs of a range of trainee teachers, such as:

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

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

The purpose of the qualification in the QCF is to 'prepare for employment in a specific occupational area' (C2).

2.3 Credit value of the qualification

12 credits.

2.4 Guided learning hours (GLH) for the qualification

48 GLH (minimum) if no Learning and Development units are selected.

61 GLH (maximum) where Learning and Development units are selected from Group B or C.

2.5 Age range for Ofqual purposes

These qualifications are listed as appropriate for learners of 19+.

2.6 Entry requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements.

2.7 Links to other qualification in the Education and Training suite

Individuals are not required to have achieved a *Level 3 Award in Education and Training* before undertaking a *Level 4 Certificate in Education and Training* or a *Level 5 Diploma in Education and Training*. However, some individuals may choose to do so.

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* is also a mandatory unit in the *Level 4 Certificate in Education and Training*. LSIS recommends that this unit be delivered before other units in both the Award and Certificate qualifications to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

No credit from this qualification can be transferred to the *Level 5 Diploma in Education and Training*, as there are no common units of assessment within the rules of combination.

2.8 Practice requirements

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following optional unit:

- *Understanding and using inclusive teaching and learning approaches in education and training* (Level 3).

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

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

Awarding organisations may wish to include an additional practice requirement for this unit in their qualification.

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

- *Facilitate learning and development for individuals* (Level 3)
- *Facilitate learning and development in groups* (Level 3).

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

The practice, including observed and assessed practice, requirements for all units are summarised in Annex 2.

2.9 Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing and assessing practice for the *Level 3 Award in Education and Training* should have all of the following:

- a teaching or training qualification¹;
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

There are additional requirements for those who assess the Learning and Development units.

Information about the assessment and quality assurance strategy for the Learning and Development units is provided in Annex 3.

¹ This does not include qualifications that only provide an introduction to teaching, for example, the *Level 3 Award in Education and Training* or the Level 3 or Level 4 PTLLS awards. However, awarding organisations may decide to accept individuals who do not meet this criterion if they have evidence of substantial and successful teaching experience in education and training.

2.10 Rules of combination

To be awarded the *Level 3 Award in Education and Training*, the learner must achieve 12 credits:

- 3 credits from Group A
- 6 credits from Group B
- 3 credits from Group C.

Level 3 Award in Education and Training	
Total credit value of qualification: 12 credits	
Minimum 48 GLH	
Credit value at Level 3	12 credits
Credit value of mandatory units	3 credits
Credit value of optional units	9 credits

Unit title	Level	Credit value	GLH
Group A			
<i>Three (3) credits must be achieved from this group</i>			
Understanding roles, responsibilities and relationships in education and training	3	3	12
Group B			
<i>Six (6) credits must be achieved from this group</i>			
Understanding and using inclusive teaching and learning approaches in education and training	3	6	24
Facilitate learning and development for individuals <i>(Learning and Development unit)</i>	3	6	25
Facilitate learning and development in groups <i>(Learning and Development unit)</i>	3	6	25
Group C			
<i>Three (3) credits must be achieved from this group</i>			
Understanding assessment in education and training	3	3	12
Understanding the principles and practices of assessment <i>(Learning and Development unit)</i>	3	3	24

Section 3 Units of assessment

The units of assessment are provided in this format for information. Awarding organisations should always refer to the units in RITS when developing and regulating qualifications. Microsoft Word versions are available as companion documents to this guidance.

Group A

Understanding roles, responsibilities and relationships in education and training Level 3

Group B

Understanding and using inclusive teaching and learning approaches
in education and training Level 3

Facilitate learning and development for individuals Level 3

Facilitate learning and development in groups Level 3

Group C

Understanding assessment in education and training Level 3

Understanding the principles and practices of assessment Level 3

Number of units: 6

Group A

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

Unit title	Understanding roles, responsibilities and relationships in education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	12

Group B

Unit title	Understanding and using inclusive teaching and learning approaches in education and training	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand inclusive teaching and learning approaches in education and training.	1.1	Describe features of inclusive teaching and learning.
	1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.
	1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	2.1	Explain why it is important to create an inclusive teaching and learning environment.
	2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	2.3	Explain ways to engage and motivate learners.
	2.4	Summarise ways to establish ground rules with learners.
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.

Unit title	Understanding and using inclusive teaching and learning approaches in education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	24

Unit title	Facilitate learning and development for individuals	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and practices of one-to-one learning and development.	1.1	Explain purposes of one-to-one learning and development.
	1.2	Explain factors to be considered when facilitating learning and development to meet individual needs.
	1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals.
	1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development.
	1.5	Explain how to overcome individual barriers to learning.
	1.6	Explain how to monitor individual learner progress.
	1.7	Explain how to adapt delivery to meet individual learner needs.
2. Be able to facilitate one-to-one learning and development.	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives.
	2.2	Implement activities to meet learning and/or development objectives.
	2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development.
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts.	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts.
	3.2	Explain benefits to individuals of applying new knowledge and skills.
4. Be able to assist individual learners in reflecting on their learning and/or development.	4.1	Explain benefits of self-evaluation to individuals.
	4.2	Review individual responses to one-to-one learning and/or development.
	4.3	Assist individual learners to identify their future learning and/or development needs.

Unit title	Facilitate learning and development for individuals (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31 May 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards, Standard 7: Facilitate individuals' learning and development.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

Unit title	Facilitate learning and development in groups	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and practices of learning and development in groups.	1.1	Explain purposes of group learning and development.
	1.2	Explain why delivery of learning and development must reflect group dynamics.
	1.3	Evaluate methods for facilitating learning and development to meet the needs of groups.
	1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups.
	1.5	Explain how to overcome barriers to learning in groups.
	1.6	Explain how to monitor individual learner progress within group learning and development activities.
	1.7	Explain how to adapt delivery based on feedback from learners in groups.
2. Be able to facilitate learning and development in groups.	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives.
	2.2	Implement learning and development activities to meet learning objectives.
	2.3	Manage risks to group and individual learning and development.
3. Be able to assist groups to apply new knowledge and skills in practical contexts.	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts.
	3.2	Provide group feedback to improve the application of learning.
4. Be able to assist learners to reflect on their learning and development undertaken in groups.	4.1	Support self-evaluation by learners.
	4.2	Review individual responses to learning and development in groups.
	4.3	Assist learners to identify their future learning and development needs.

Unit title	Facilitate learning and development in groups (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	<p>The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
Unit available from	July 2011
Unit review date	31 May 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards, Standard 6: Manage learning and development in groups.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	25

Group C

Unit title	Understanding assessment in education and training	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand types and methods of assessment used in education and training.	1.1	Explain the purposes of types of assessment used in education and training.
	1.2	Describe characteristics of different methods of assessment in education and training.
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process.	2.1	Explain why it is important to involve learners and others in the assessment process.
	2.2	Explain the role and use of peer- and self-assessment in the assessment process.
	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process.	3.1	Describe key features of constructive feedback.
	3.2	Explain how constructive feedback contributes to the assessment process.
	3.3	Explain ways to give constructive feedback to learners.
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 assessment in education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	12

Unit title	Understanding the principles and practices of assessment	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and requirements of assessment.	1.1	Explain the functions of assessment in learning and development.
	1.2	Define the key concepts and principles of assessment.
	1.3	Explain the responsibilities of the assessor.
	1.4	Identify the regulations and requirements relevant to assessment in own area of practice.
2. Understand different types of assessment method.	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.
3. Understand how to plan assessment.	3.1	Summarise key factors to consider when planning assessment.
	3.2	Evaluate the benefits of using a holistic approach to assessment.
	3.3	Explain how to plan a holistic approach to assessment.
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility.
	3.5	Explain how to minimise risks through the planning process.
4. Understand how to involve learners and others in assessment.	4.1	Explain why it is important to involve the learner and others in the assessment process.
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process.
	4.3	Explain how peer- and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners.

Unit title	Understanding the principles and practices of assessment (continued)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
5. Understand how to make assessment decisions.	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient; • authentic; and • current.
	5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria; • valid; • reliable; and • fair.
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.

Unit title	Understanding the principles and practices of assessment (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit available from	April 2011
Unit review date	31 May 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	24

Annex 1 Overview of the Education and Training qualifications

Level 3 Award in Education and Training (QCF) – 12 credits

3 mandatory credits Level 3	9 optional credits Level 3
No minimum teaching practice requirement, but there is a minimum microteaching requirement	

Level 4 Certificate in Education and Training (QCF) – 36 credits

21 mandatory credits Level 3 and 4	15 optional credits Level 3, 4 and 5
A minimum practice requirement of 30 hours teaching 3 assessed observations of teaching	

Level 5 Diploma in Education and Training (QCF) – 120 credits

75 mandatory credits Level 4 and 5	45 optional credits Level 4 and 5
A minimum practice requirement of 100 hours teaching 8 assessed observations of teaching	

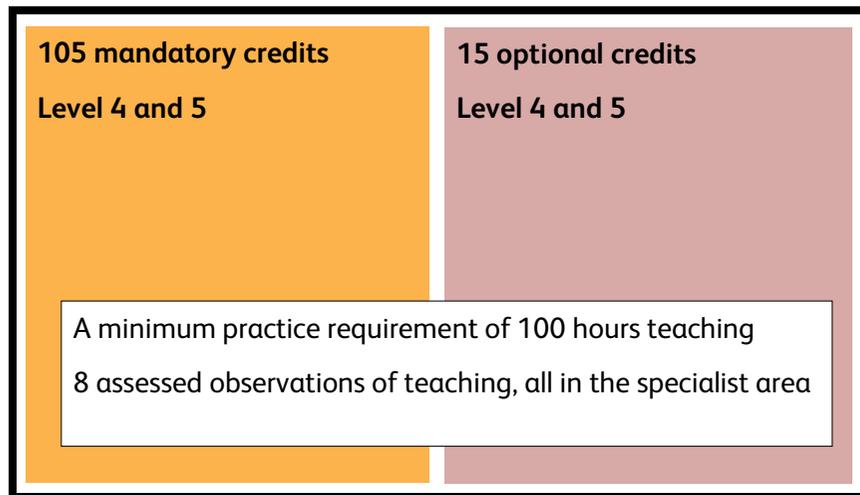
Level 5 Diploma in Education and Training (QCF) including a specialist pathway – 120 credits²

75 mandatory credits Level 4 and 5	45 credits in one of: <ul style="list-style-type: none"> • English (Literacy) • English (ESOL) • English (Literacy and ESOL) • Mathematics (Numeracy) • Teaching Disabled Learners Level 5
A minimum practice requirement of 100 hours teaching, 50 of which must be in the specialist area 8 assessed observations of teaching, 4 in the specialist area	

² The English (Literacy and ESOL) pathway, covering two specialist areas, is 135 credits with 60 credits in the specialist pathway. It has different practice requirements.

Level 5 integrated specialist diplomas – 120 credits

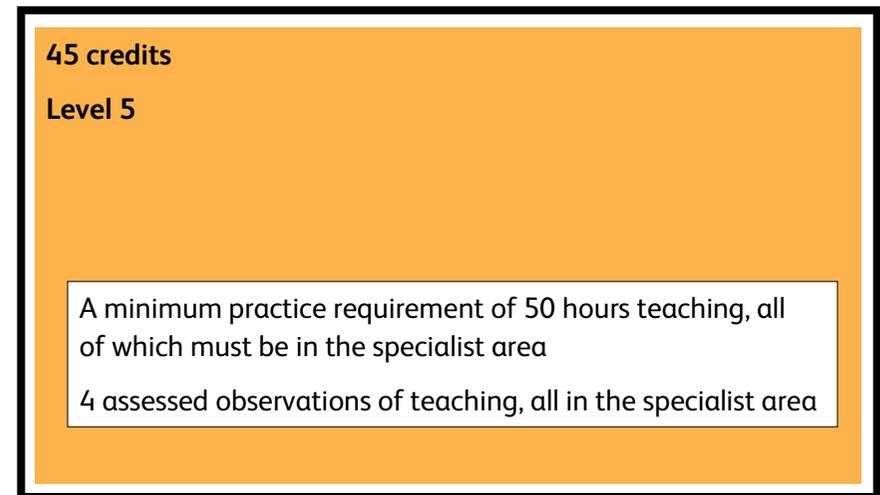
- Level 5 Diploma in Education and Training (English: Literacy)
- Level 5 Diploma in Education and Training (English: ESOL)
- Level 5 Diploma in Education and Training (English: Literacy and ESOL)³
- Level 5 Diploma in Education and Training (Mathematics: Numeracy)
- Level 5 Diploma in Education and Training (Disabled Learners)



³ This qualification, covering two specialist areas, is 135 credits. All of the credits are mandatory. It has different practice requirements.

Level 5 standalone specialist diplomas – 45 credits

- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy and ESOL⁴
- Level 5 Diploma in Teaching Mathematics: Numeracy
- Level 5 Diploma in Teaching Disabled Learners



⁴ This qualification, covering two specialist areas, is 60 credits. It has different practice requirements.

Annex 2 Summary of practice, including observed and assessed practice, requirements

Unit		Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Mandatory unit				
Group A	Understanding roles, responsibilities and relationships in education and training Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Optional units				
Group B	Understanding and using inclusive teaching and learning approaches in education and training Level 3 (Optional unit)	Yes	Yes	For this optional unit there is a requirement to undertake microteaching for assessment purposes. Please refer to section 2.8 above for specific details of microteaching requirements.
	Facilitate learning and development for individuals Level 3 (Optional Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Annex 3.
	Facilitate learning and development in groups Level 3 (Optional Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Annex 3.
Group C	Understanding assessment in education and training Level 3 (Optional unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
	Understanding the principles and practice of assessment Level 3 (Optional Learning and Development unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Annex 3.

Annex 3 Assessment and quality assurance strategy for Learning and Development units

1 Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2 Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*; and
- show current evidence of continuing professional development in assessment and quality assurance.

3 Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - *Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *V1 Conduct internal quality assurance of the assessment process*; or
 - *D34 Internally verify the assessment process*; and
- show current evidence of continuing professional development in assessment and quality assurance.

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