Qualification Specification

Highfield Level 3 Award in Education and Training (RQF)

Qualification Number: 601/1636/5

Version 1.2   July 2018

Contents

Highfield Level 3 Award in Education and Training (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 3 Award in Education and Training (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	601/1636/5
Learning aim reference:	60116365
Credit value:	12
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	48 GLH
Total qualification time (TQT):	120

Qualification overview and objective

The Highfield Level 3 Award in Education and Training (RQF) has been designed to provide an introduction to teaching for individuals who would like to work or currently work within FE Colleges, Independent Training Providers and/or Local Authorities.

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 new to the profession – although the qualification does not require practice (see explanation above), opportunities may be made available to observe and provide feedback on a trainee teacher's practice; and
- Individuals currently working as assessors, who wish to achieve a qualification that provides an introduction to teaching.

The objective of the qualification is to support a role in the workplace and prepare learners to progress to a qualification in the same subject area but at a higher level. The qualification is supported by the Education and Training Foundation.

Entry requirements

In order to complete this qualification, learners are required to:

- Be a minimum of 19 years of age.

There are no other formal entry requirements. However, there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in maths, English and ICT. Development needs should be recorded and, where applicable, an action plan agreed. If trainee teachers join the qualification programme having already undertaken an initial assessment of their maths, English and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

Geographical coverage

This qualification is suitable for delivery in England, Wales and Northern Ireland.

Guidance on delivery

The total qualification time for this qualification is 120 hours and of this 48 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

The requirements to deliver this qualification differ depending on the units chosen. All centres will need to ensure they have staff in place that meet the core staff requirements – as these staff will be required to deliver, assess and IQA some of the mandatory units in the qualifications, as well as other non-learning and development units. In addition to this, where centres wish to deliver the learning and development units, they will need to ensure that they have staff in place who meet the additional tutor, assessor and IQA requirements. **Please see the tutor, assessor and IQA requirements outlined on pages 5-6 of this specification for more information.**

Guidance on assessment

This qualification is assessed by a portfolio of evidence which must cover all assessment criteria of the units selected. The portfolio of evidence will be assessed and internally quality assured by the Centre.

Highfield has worked with subject matter experts to provide supporting assessment paperwork for Centres to use. If you wish to use alternative paperwork, this must be sent to Highfield for approval prior to commencement of the course.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Important Note: Please see specific individual unit requirements detailed in Appendix 2.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the HABC website. This policy should be read in conjunction with this specification and all other relevant HABC documentation.

Core Tutor and Assessor Requirements (for all qualification units - excluding Learning and Development units)

Highfield require tutors and assessors who will deliver and assess **all qualification units** - excluding Learning and Development units - for this qualification, to have:

- A teaching or training qualification*;
- Evidence of relevant teaching experience in an education or training context;
- Access to appropriate guidance and support; and
- Ongoing participation in related programme quality assurance processes;

   Suitable Teaching Qualifications include:
   o Level 3 or 4 CTLLS or Level 4 Certificate in Education and Training;
   o Level 5 DTLLS or Level 5 Diploma in Education and Training;
   o Certificate in Education; and
   o Postgraduate/ Professional Graduate Certificate in Education.

Important note: PTLLS qualifications and the Level 3 Award in Education and Training do not meet the requirements for a suitable teaching qualification.

Core Internal Quality Assurance (IQA) Requirements (for all qualification units - excluding Learning and Development units)

Highfield requires Internal Quality Assurance staff who IQA **all units** – excluding the Learning and Development units - to:

- Be occupationally competent and experienced in the area of education and training (achievement of a CTLLS/ Level 4 Certificate in Education and Training or above is required); and
- Have a working understanding of internal quality assurance.

Additional Tutor and Assessor Requirements (Learning and Development units only)

Highfield require tutors and assessors, who will deliver and assess the **Learning and Development** units for this qualification, to:

- Already hold the Level 3 Award in Education and Training (or a recognised equivalent such as a PTLLS qualification) 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);
  - Level 3 Certificate in Assessing Vocational Achievement (QCF);
  - A1 Assess candidate performance using a range of methods;
  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Additional Internal Quality Assurance (IQA) Requirements (Learning and Development units only)

Highfield requires that Internal Quality Assurance staff who IQA **Learning and Development units** for this qualification to:
- 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);
  - Level 3 Certificate in Assessing Vocational Achievement (QCF):
  - A1 Assess candidate performance using a range of methods;
  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- Hold one of the following IQA qualifications, or their recognised equivalent:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF);
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF);
  - V1 Conduct internal quality assurance of the assessment process;
  - D34 Internally verify the assessment process; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector (LLUK).

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:
- Highfield Level 4 Certificate in Education and Training (RQF)

Useful websites

- **www.et-foundation.co.uk/**
- **www.excellencegateway.org.uk/**

Recommended training materials

- Education and Training Level 3 Handbook. John Morley and Martin Wordsworth. Highfield.co.uk Ltd
- Education and Training Presentation. Highfield.co.uk Ltd

Appendix 1: Qualification structure

In order to achieve the **Highfield Level 3 Award in Education and Training (RQF)** learners must achieve a minimum of **12 credits** overall. In order to complete this, learners must achieve the following rules of combination:

- Mandatory Group A - 3 credits must be achieved from this group;
- Optional Group B - 6 credits must be achieved from this group; and
- OptionalGroup C - 3 credits must be achieved from this group.

Mandatory Group A
Learners must achieve 3 credits from this group.

Unit reference	Unit title	Level	GLH	Credit
(H/505/0053)	Understanding roles, responsibilities and relationships in education and training	3	12	3

Optional Group B
Learners must achieve a minimum of 6 credits from this group.

Unit reference	Unit title	Level	GLH	Credit
(D/505/0052)	Understanding and using inclusive teaching and learning approaches in education and training	3	24	6
(J/502/9549)	Facilitate learning and development for individuals (Learning and Development unit)	3	25	6
(F/502/9548)	Facilitate learning and development in groups (Learning and Development unit)	3	25	6

Optional Group C
Learners must achieve a minimum of 3 credits from this group.

Unit reference	Unit title	Level	GLH	Credit
(R/505/0050)	Understanding assessment in education and training	3	12	3
(D/601/5313)	Understanding the principles and practices of assessment (Learning and Development unit)	3	24	3

Appendix 2: Qualification content

Mandatory Group A

Unit 1: Understanding roles, responsibilities and relationships in education and training

Unit number: H/505/0053
Credit: 3
GLH: 12
Level: 3

Unit Introduction
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.

Learning outcomes	Assessment criteria	
The learner will	*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.

Optional Group B

Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

Unit number: D/505/0052
Credit: 6
GLH: 24
Level: 3

Unit Introduction

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.

Learning outcomes	Assessment criteria	
The learner will	*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.

Additional unit guidance

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.

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

Unit 3: Facilitate learning and development for individuals

Unit number: J/502/9549
Credit: 6
GLH: 25
Level: 3

Unit Introduction

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.

Learning outcomes		Assessment criteria
The learner will		*The learner can*
1. Understand principles and practices of one-to-one learning and development.	1.1	Explain purposes of one-to-one learning and development.
	1.2	Explain factors to be considered when facilitating learning and development to meet individual needs.
	1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals.
	1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development.
	1.5	Explain how to overcome individual barriers to learning.
	1.6	Explain how to monitor individual learner progress.
	1.7	Explain how to adapt delivery to meet individual learner needs.
2. Be able to facilitate one-to-one learning and development.	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives.
	2.2	Implement activities to meet learning and/or development objectives.
	2.3	Manage risks and safeguard learners participating in one-to-one learning and/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.

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

Unit 4: Facilitate learning and development in groups

Unit number: F/502/9548
Credit: 6
GLH: 25
Level: 3

Unit Introduction
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.
'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcomes	Assessment criteria	
The learner will	*The learner can*	
1. Understand principles and practices of learning and development in groups.	1.1	Explain purposes of group learning and development.
	1.2	Explain why delivery of learning and development must reflect group dynamics.
	1.3	Evaluate methods 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	4.1	Support self-evaluation by learners.

| and development undertaken in groups. | 4.2 | Review individual responses to learning and development in groups. |
| | 4.3 | Assist learners to identify their future learning and development needs. |

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

Optional Group C

Unit 5: Understanding assessment in education and training

Unit number: R/505/0050
Credit: 3
GLH: 12
Level: 3

Unit Introduction
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.

Learning outcomes	Assessment criteria	
The learner will	*The learner can*	
1. Understand types and methods of assessment used in education and training.	1.1	Explain the purposes of types of assessment used in education and training.
	1.2	Describe characteristics of different methods of assessment in education and training.
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.
	1.4	Explain how different assessment methods can be 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 6: Understanding the principles and practices of assessment

Unit number: D/601/5313
Credit: 3
GLH: 24
Level: 3

Unit Introduction
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.

Learning outcomes	Assessment criteria	
The learner will	*The learner can*	
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.
5. Understand how to make assessment decisions.	5.1	Explain how to judge whether evidence is: • sufficient; • authentic; and • current.
	5.2	Explain how to ensure that assessment decisions are: • 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.

Appendix 3: Sample assessment material

Assessment Pack

Highfield Level 3 Award in
Education and Training (RQF)

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Learner Name	
Centre Name	

Group B Optional Unit 2: Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)

Knowledge Assessment Criteria

Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
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			

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Learner Pack

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Learning Outcome 1: Understand the teaching role and responsibilities in education and training

Task 1

Unit 1 (U1) Assessment Criteria 1.1 (AC 1.1) - Complete the following table and question to identify your roles and responsibilities as a teacher. (Please attach additional pages and/or evidence as required.)

Tick the box of those responsibilities that relate to your role:	Tick
Teach/train learners – large groups	
Teach/train learners – small groups	
Mark assignments and give feedback	
Work with learners on a 1:1 basis	
Register the learner with the awarding body	
Assess the learner's work product	
Observe the learner in situ	
Mark their work against national standards	
Make regular appointments to support the learner to achievement	
Give positive feedback	
Submit assessed work for formative/summative internal quality assurance and standardisation	
Carry out internal quality assurance	
Attend training meetings to gain feedback	
Be a positive role model for your learners	

Task 2

U1 AC 1.1 - Now we have identified some of your roles and responsibilities, explain the teaching role and responsibilities in education and training. (Please attach any additional sheets and supporting evidence.)

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