QA Level 3 Award in
Education and Training (RQF)

Qualification Specification

Contents

Key Qualification Information

Qualification number:	**603/2770/4**
Operational start date	**13 Dec 2017**
Total Qualification Time (TQT)	**120**
Guided Learning Hours (GLH):	**48**
Credit Value:	**12**
Number of Units:	**3 mandatory units**
Assessment Methods:	**• Theory assessment – 3 workbooks which include:**
	- 4 x written assignments
	- 1 x set of written questions
	- 1 x scenario
	• 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. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards for Learning and Development
- 2014 Professional Standards for Teachers and Trainers in Education and Training

This QA qualification is designed to provide Learners 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 QA Level 3 Award in Education and Training (RQF) and includes the information, assessment method and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners 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 Learners giving them constructive and developmental feedback.

Purpose

The purpose of this qualification is to develop the Learner's skills and knowledge needed to prepare them for employment in an education and training setting.

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 for, e.g. Further Education (FE) College, Independent Training Providers and or Local Authorities. Learners might include:

- Individuals not currently teaching or training – achievement of the qualification does not require practice other than microteaching

- 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 Learners practice

- Individuals currently working as Assessors who want to achieve a qualification that provides an introduction to teaching

Structure

This qualification contains 3 mandatory units with a Total Qualification Time (TQT) of 120 hours. Full details of these units are in *Appendix 1*.

Learners must complete all assessments in all units 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 and

- 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

Other units

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

Relationship with other related qualifications

This qualification replaces the Level 3 and Level 4 Awards in Preparing to Teach in the Lifelong Learning Sector (PTLLS). This qualification is only available at Level 3, however, Learners could progress to the Level 4 Certificate in Education and Training (RQF).

This qualification contains a unit *Understanding roles, responsibilities and relationships in education and training* that is a mandatory unit in the Level 4 Certificate in Education and Training (QCF or RQF).

Recognition of Prior Learning (RPL)

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 either the QA Level 3 Award in Education and Training (RQF) or the Level 4 Certificate in Education and Training (RQF) providing that qualification is achieved within its registration period.

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 carry out mapping 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.

Entry requirements

Learners 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 Learners 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.

It is recommended all learners undertake an initial assessment. We advise that Learners have a minimum of Level 2 in English. If Learners do not meet this requirement they must record their development needs and agree an action plan to address them.

Other course requirements

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

Progression

The QA 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:

- QA Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- Level 4 Certificate in Education and Training (RQF)
- Level 5 Diploma in Education and Training (RQF)

Requalification requirements

It is not a requirement for Learners 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 **and**

4. On-going participation in related programme quality assurance processes

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 (QCF or RQF)
M.Ed – Master of Education	Level 5 Diploma in Education and Training (QCF or 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

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

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.

Internal Quality Assurers

All Internal Quality Assurers (IQAs) 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 Quality Assurance 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 Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Course/Centre administration

Registering Learners

Register Learners 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 Customer Portal at: www.qualsafeawards.org

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

The Learner receives 2 certificates on achieving this qualification:

- The qualification
- A list of the units in the qualification

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 Learners to 1 Trainer.

Note: You should never allow more Learners 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 Learners, making sure Learners are adequately prepared for the assessments.

Centres should consider the mode of delivery (full time, part time, evening, blended learning, etc.), which must accommodate Learners 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 are encouraged to use electronic media in the delivery and assessment of this qualification. Media can include the use of digital and video recordings, electronic communication methods such as email and multimedia presentations, use of blogs and webcams to support Learners and the use of mobile devices such as laptops, smartphones and palm devices.

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 Learners, making sure Learners are adequately prepared for the assessments

- Be emailed to: info@qualsafeawards.org

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*.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners 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 Learners feedback on their progress and how they might be able to improve

Assessment

Methods

Qualsafe Awards has devised assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the 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. Learners 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 Learners. Either way Learners need to submit valid evidence to show this took place. For each of their delivered microteach sessions Learners will need to complete a:
  - Session plan
  - Session evaluation template
- Theory assessments:
  - 3 Learner workbooks

Note: Centres should download all assessment papers from the 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 is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. 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 for consideration with along supporting evidence prior to implementation. 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 Centre's and QA's appeals procedures and how they can access these.

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 Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

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 across the United Kingdom.

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

Further details of the Qualsafe Awards' external quality assurance programme are available in the QA *Centre Quality Assurance 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: 0845 644 3305

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
- 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
- Leaning and Work Institute: www.learningandwork.org.uk
- TES online network of teachers and resources: www.tes.co.uk

Appendix 1 – Qualification units

Qualification unit 1

The QA Level 3 Award in Education and Training (RQF) has 3 units that Learners are required to complete 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

Qualification 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
Assessment 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.

Qualification unit 3

Title:	Understanding assessment in education and training
GLH:	12
Level:	3
Credit value:	3

Learning outcomes *The Learner will:*	Assessment criteria *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

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