



# **Qualification Handbook**

## **Level 3 Award in Education and Training**



# Qualification Handbook

## SFJ Awards Level 3 Award in Education and Training

Qualification No: 601/0281/0

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V9	17.01.2023	Update minimum core requirements	6,7
V8	15.07.22	Remove link to ETF website Update/remove links in footnotes	6 6, 8, 14, 17
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V6	14.07.17	Additional information from the Education and Training Foundation Guidance	Various
		Add Total Qualification Time (Section 2.5)	8
		Update Section 2.10 Use of Languages	9
		Update Section 3 Centre Requirements (no change to requirements)	10
		Update Section 4 Assessment (no change to requirements)	11-17
		Add copyright information	33

# Contents

## **1 Introduction**

- 1.1 About us
- 1.2 Customer Service Statement
- 1.3 Centre Support

## **2 The Qualification**

- 2.1 Overall Objective for the Qualification
- 2.2 Minimum Core of Literacy, Language, Numeracy and ICT
- 2.3 Pre-entry Requirements
- 2.4 Units and Rules of Combination
- 2.5 Total Qualification Time (TQT)
- 2.6 Age Restriction
- 2.7 Opportunities for Progression
- 2.8 Exemption
- 2.9 Credit Transfer
- 2.10 Use of languages

## **3 Centre Requirements**

## **4 Assessment**

- 4.1 Qualification Assessment Methods
- 4.2 Requirements for those Delivering Units and/or Observing and Assessing Practice
- 4.3 Assessment and quality assurance of Learning and Development units
- 4.4 External Quality Assurers
- 4.5 Teaching Practice Requirements
- 4.6 Assessing Knowledge and Understanding
- 4.7 Methods for Assessing Knowledge
- 4.8 Standardisation
- 4.9 Recognition of Prior Learning (RPL)
- 4.10 Equality and Diversity
- 4.11 Health and Safety

## **5 Qualification Units**

### **Appendix 1**

Credit Transfer of Units in the Level 3 Award in Education and Training

### **Appendix 2**

Summary of Practice, including Observed and Assessed Practice, Requirements

# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Justice and Skills for Health have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice and Skills for Health have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Award in Education and Training

The qualification offers an introduction to teaching in the education and training sector. It is a knowledge based qualification with no teaching practice required and therefore may be taken by individuals who are not in a teaching role.

There is however a minimum requirement to take part in a 'micro teaching' session. This involves planning an observed and assessed teaching session for a group of learners (usually the peer group from the learner's course), delivering and reviewing the session and responding to feedback from the observer and peer group. Trainee teachers who are already in a teaching role may be able to use their workplace teaching for this observed session.

The qualification covers:

- Roles, responsibilities and relationships in education and training
- Inclusive teaching and learning approaches in education and training
- Assessment in education and training

It can meet the needs of a range of trainee teachers, such as those:

- not currently teaching or training
- currently teaching and training
- 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 teaching practice to be observed and assessed, details of which are provided in Appendix 2 Summary of practice, including observed and assessed practice, requirements.

The development of the units and structure which make up this qualification was led by the former Learning and Skills Improvement Service (LSIS). The standards which underpin the qualification are now the responsibility of the Education and Training Foundation.<sup>1</sup>

## 2.2 Minimum Core of English, Mathematics, Digital Skills, ESD and EDI

The Minimum Core is a subject specification. It details the elements of English, mathematics, digital skills, Education for Sustainable Development (ESD) and Equality, Diversity and Inclusion (EDI) that every further education teacher should know, understand and be able to use. The new version of the Minimum Core aims to focus on the core skills trainee teachers need to support learners with necessary skills on their foundation, technical or academic course. It is not intended as a box ticking exercise for leaders, employers or educators to make judgements on trainees or staff. Rather, its main purpose is to promote awareness and reflection. Trainee teachers can use the document to reflect on their own practice and to start meaningful searches for resources or activities to address any identified gaps. The specifications for these skills are available in the *Minimum Core Guidance* document (LLUK, 2007; updated LSIS, 2013; updated Education and Training Foundation, 2016; Updated Education and Training Foundation, 2022).<sup>1</sup>

Ofsted's *Initial teacher education inspection handbook*<sup>2</sup> includes a renewed emphasis on the importance of teachers actively promoting the development of English, mathematics, digital skills, Education for Sustainable Development (ESD) and Equality, Diversity and Inclusion (EDI) within all learning programmes. Current inspection of initial teacher education programmes now includes evaluation of the extent to which the training enables trainee teachers to:

- promote the benefits of technology and support learners in its use
- address the mathematics and English needs of learners and work creatively overcome individual barriers to learning
- ensure familiarity with key equalities issues
- promote the awareness and importance of sustainable practice in 21st century teaching and learning.

The revised Minimum Core Guidance comprises two parts:

Part One details the elements of English, mathematics, digital skills, EDI and sustainability that every further education teacher should know, understand and be able to use. Teachers who do not have these skills and knowledge themselves will have difficulty supporting the development needs of their learners in these important subject areas.

Part Two looks at strategies for supporting learners' needs, including embedding the important underpinning skills, inclusive approaches to planning and assessment and working with specialists. It also signposts resources that can help further education teachers develop their own personal skills levels through professional development opportunities.

The Minimum Core specification comprises five sections:

- English
- Mathematics
- Digital skills
- Equality, Diversity and Inclusion (EDI)
- Education for Sustainable Development (ESD)

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<sup>1</sup> <http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

Within each subject area, elements have been divided into the following categories:

- Planning your teaching
- Approaches to teaching
- Supporting learning to develop employability skills
- Subject specific and industry specific teaching
- Assessment
- Accessibility and inclusion
- Self-development

The Common Inspection Framework<sup>3</sup> also requires evidence from all training providers that they are actively promoting English, mathematics and other essential skills through their teaching and learning programmes.

### **2.3 Pre-entry Requirements**

All learners/trainee teachers are required to undertake an initial assessment of their skills in English, mathematics and ICT.

Learners/trainee teachers should record their development needs and where applicable agree an action plan to address them. If they have already completed an initial assessment of their skills in English, mathematics and ICT prior to starting the qualification, their existing record of development needs and any previous actions taken to address them should be reviewed and updated as required.

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<sup>2</sup> <https://www.feadvice.org.uk/ite-provider-etf-guidance-documents/minimum-core>

<sup>3</sup> <https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>

<sup>4</sup> <https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers>

Although there is no requirement in relation to the minimum core, centres may wish to base this initial assessment on the personal skills requirements for the Minimum Core as outlined in the Minimum Core Guidance.

There are no other entry requirements for enrolling to complete this qualification.

## 2.4 Units and Rules of Combination

This qualification is made up of a total of 6 units which have been arranged into groups A, B and C. Group A contains 1 unit, Group B contains 3 units and Group C contains 2 units.

To be awarded this qualification, a learner must achieve a minimum of 12 credits (3 units):

- 3 credits (1 unit) from Group A
- 6 credits (2 units) from Group B
- 3 credits (1 unit) from Group C

The unit titles and qualification structure are shown below.

<b>Group A: Three credits must be achieved from this group</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3

<b>Group B: Six credits must be achieved from this group</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	3	6
J/502/9549	Facilitate learning and development for individuals <i>(Learning and Development unit)</i>	3	6
F/502/9548	Facilitate learning and development in groups <i>(Learning and Development unit)</i>	3	6



### Group C: Three credits must be achieved from this group

Unit Reference Number	Unit Title	Level	Credit Value
R/505/0050	Understanding assessment in education and training	3	3
D/601/5313	Understanding the principles and practices of assessment <i>(Learning and Development unit)</i>	3	3

The detailed content of each of the units in the above qualification is provided in Section 5.

## 2.5 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>5</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time for this qualification is **120** hours, of which a minimum of **48** hours are Guided Learning.

## 2.6 Age Restriction

This qualification is available to learners aged 19 years and over.

## 2.7 Opportunities for Progression

This qualification creates a number of opportunities for progression into other education and training qualifications, for example:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Education and/or training related degrees
- Qualifications in assessing competence and vocational achievement:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Award in Assessing Vocationally Related Achievement
  - Level 3 Certificate in Assessing Vocational Achievement

<sup>5</sup> <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

Individuals are not required to have achieved the Level 3 Award in Education and Training before undertaking the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training.

## **2.8 Exemption**

No exemptions have been identified.

## **2.9 Credit Transfer**

Credits from identical units that have already been achieved by the learner may be transferred.

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* in this qualification is also a mandatory unit in the Level 4 Education and Training. SFJ Awards recommends that this unit be delivered before other units in both the Award and Certificate qualifications in order 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.

For a full list of where units from this qualification are used in other qualifications and credit transfer can therefore apply please see Appendix 1.

## **2.10 Use of Languages**

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 4 Assessment

## 4.1 Qualification Assessment Methods

### Level 3 Award in Education and Training

Assessment methods that can be used for this qualification are as follows:

- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence
- Practical Demonstration/Assignment
- Written Examination

## 4.2 Requirements for those delivering units and/or observing and assessing practice<sup>6</sup>

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

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

There are additional requirements for those who assess and quality assure the Learning and Development units, as follows.

## 4.3 Assessment and quality assurance of Learning and Development units<sup>7</sup>

These requirements apply to the following units from the Learning and Development suite of qualifications:

- Facilitate learning and development for individuals
- Facilitate learning and development in groups
- Understanding the principles and practices of assessment

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<sup>6</sup> Updated guidance on the teaching qualifications for the further education and skills sector, <https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training>

<sup>7</sup> Ibid note 6 above

### 4.3.1 Assessors

All those who assess the Learning and Development units 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 or
  - Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess candidate performance using a range of methods, or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance.

### 4.3.2 Internal quality assurance<sup>s</sup>

All those who are involved with the internal quality assurance of the Learning and Development units 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, or
  - Level 3 Certificate in Assessing Vocational Achievement, 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 the Internal Quality Assurance of Assessment Processes and Practice, or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
  - V1 Conduct internal quality assurance of the assessment process, or
  - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance.

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<sup>s</sup> Updated guidance on the teaching qualifications for the further education and skills sector  
<https://www.feadvice.org.uk/i-am-ite-provider-efg-guidance-documents/qualifications-education-and-training>

## **4.4 External Quality Assurers**

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

### **4.4.1 External Quality Assurer competence**

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

### **4.4.2 Continuing professional development**

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

## **4.5 Teaching Practice Requirements<sup>9</sup>**

Teaching practice, together with observation and assessment of that practice, is a vital component of high-quality initial training. The term 'teaching practice' refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery and assessment, including differentiation, and other factors that contribute to successful teaching and learning.

### **4.5.1 Understanding and using inclusive teaching and learning approaches in education and training**

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the optional unit, Understanding and using inclusive teaching and learning approaches in education and training.

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<sup>9</sup> Updated guidance on the teaching qualifications for the further education and skills sector  
<https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training>

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 prefer to use their practice instead of microteaching to meet the requirements of this unit.

#### **4.5.2 Learning and Development units**

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

- Facilitate learning and development for individuals
- Facilitate learning and development in groups

For these units, 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.

#### **4.6 Assessing Knowledge and Understanding**

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>10</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in practice. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

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<sup>10</sup> <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

#### **4.7 Methods for Assessing Knowledge**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence used for assessment must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

##### **4.7.1 Portfolio of evidence**

Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- Written tests in a controlled environment
- Multiple choice questions
- Evidenced question and answer sessions with assessors
- Evidenced professional discussions
- Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

##### **4.7.2 Work outputs (product evidence)**

Examples of work outputs include lesson plans, schemes of work and learning materials developed by the trainee teacher. Assessors can use work outputs in conjunction with other assessment methods, such as written assessments and discussion, to confirm knowledge and assure authenticity of the evidence presented.

##### **4.7.3 Professional discussion**

Discussions allow the trainee teacher to describe and reflect on their performance/learning and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.



#### **4.7.4 Question and answer sessions**

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

#### **4.s Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

##### **4.s.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

##### **4.s.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

#### **4.9 Recognition of Prior Learning (RPL)**

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

#### **4.10 Equality and Diversity**

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment

- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

#### **4.11 Health and Safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

## 5 Qualification Units

<b>URN</b>	H/505/0053	
<b>Title</b>	Understanding roles, responsibilities and relationships in education and training	
<b>Level</b>	3	
<b>Credit value</b>	3	
<b>GLH</b>	12	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <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	
<b>Additional information about this unit</b>		
Assessment Guidance	This is a mandatory unit.	

<b>URN</b>	D/505/0052	
<b>Title</b>	Understanding and using inclusive teaching and learning approaches in education and training	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	24	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <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	

<p>4 Be able to deliver inclusive teaching and learning</p>	<p>4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs</p> <p>4.2 Communicate with learners in ways that meet their individual needs</p> <p>4.3 Provide constructive feedback to learners to meet their individual needs</p>
<p>5 Be able to evaluate the delivery of inclusive teaching and learning</p>	<p>5.1 Review the effectiveness of own delivery of inclusive teaching and learning</p> <p>5.2 Identify areas for improvement in own delivery of inclusive teaching and learning</p>
<p><b>Additional information about this unit</b></p>	
<p>Assessment Guidance</p>	<p>This is an Education and Training unit.</p> <p>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.</p>

<b>URN</b>	J/502/9549	
<b>Title</b>	Facilitate learning and development for individuals	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <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	

<p>4 Be able to assist individual learners in reflecting on their learning and/or development</p>	<p>4.1 Explain benefits of self-evaluation to individuals</p> <p>4.2 Review individual responses to one to one learning and/or development</p> <p>4.3 Assist individual learners to identify their future learning and/or development needs</p>
<p><b>Additional information about this unit</b></p>	
<p>Assessment Guidance</p>	<p>This unit is from the Learning and Development suite of qualifications and 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.</p> <p>There is a requirement to undertake observed and assessed practice in a real work environment. Practice should be in the appropriate context with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for this unit.</p>

<b>URN</b>	F/502/9548	
<b>Title</b>	Facilitate learning and development in groups	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <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 feedback to improve the application of learning	



<p>4 Be able to assist learners to reflect on their learning and development undertaken in groups</p>	<p>4.1 Support self-evaluation by learners</p> <p>4.2 Review individual responses to learning and development in groups</p> <p>4.3 Assist learners to identify their future learning and development needs</p>
<p><b>Additional information about this unit</b></p>	
<p>Assessment Guidance</p>	<p>This unit is from the Learning and Development suite of qualifications and 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.</p> <p>There is a requirement to undertake observed and assessed practice in a real work environment. Practice should be in the appropriate context with groups of learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for this unit.</p>

<b>URN</b>	R/505/0050	
<b>Title</b>	Understanding assessment in education and training	
<b>Level</b>	3	
<b>Credit value</b>	3	
<b>GLH</b>	12	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Understand methods of 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 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 of construct 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 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	

**Additional information about this unit**

Assessment Guidance

This is an Education and Training unit.

<b>URN</b>	D/601/5313	
<b>Title</b>	Understanding the principles and practices of assessment	
<b>Level</b>	3	
<b>Credit Value</b>	3	
<b>GLH</b>	24	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Guidance on Evidence Requirements</b>
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	Trainee assessors/learners will know about the different types of assessment, what they are used for and at what stage in the learning journey they are used. They will be able to explain how judgements of competence are made and how to ensure that they are valid, reliable and fair. Trainee assessors/learners must also know requirements for the assessments, for example any relevant assessment strategy.
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	Trainee assessors/learners must know about different assessment methods and should be able to identify those which would be most appropriate for their own sector/practice. If the trainee assessor is also working towards the units <ul style="list-style-type: none"> <li>Unit 302 Assess occupational competence in the work environment</li> </ul>

		<ul style="list-style-type: none"> <li>Unit 303 Assess vocational skills, knowledge and understanding</li> </ul> <p>it would be expected that they would focus on those methods of assessment most applicable to assessing competence in the workplace. Giving reasons for assessment methods selected would also provide evidence for these units.</p>
3 Understand how to plan assessment	<p>3.1 Summarise key factors to consider when planning assessment</p> <p>3.2 Evaluate the benefits of using a holistic approach to assessment</p> <p>3.3 Explain how to plan a holistic approach to assessment</p> <p>3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility</p> <p>3.5 Explain how to minimise risks through the planning process</p>	<p>Key factors when planning assessment will include, for example, the types of evidence needed, location/timing and communication with those involved in the assessment process.</p> <p>Trainee assessors/learners must be able to evidence that they understand the value of holistic approach in planning assessment, which minimises the risk of over-assessment and ensures the process is both rigorous and cost-effective.</p>
4 Understand how to involve learners and others in assessment	<p>4.1 Explain the importance of involving the learner and others in the assessment process</p> <p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of</p>	<p>The value of involving the learner and others in the assessment process includes transparency and efficiency, for example use of witness testimony.</p> <p>Reasons why assessment arrangements may need to be adapted should include for example practicalities, religious requirements and reasonable adjustments.</p>

	<p>learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>	
<p>5 Understand how to make assessment decisions</p>	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	<p>The trainee assessor/learner must know where to find guidance on evidence requirements and making assessment decisions, for example awarding organisation policies/guidelines and those of own organisation if appropriate.</p> <p>They will be aware that learners could be treated differently in the assessment process.</p>
<p>6 Understand quality assurance of the assessment process</p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>	<p>Trainee assessors/learners must know the quality assurance, standardisation and appeals procedures relating to their own area of practice/sector.</p>
<p>7 Understand how to manage information relating to assessment</p>	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p>	<p>Trainee assessors/learners must be able to show their understanding of managing assessment information to ensure records are complete, accurate and stored securely.</p>

	7.2 Explain how feedback and questioning contribute to the assessment process	They will also evidence their understanding of how feedback and questioning are used in the assessment process to ensure clarity and encourage learner progression.
8 Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>	<p>Trainee assessors/learners must know about the legal and awarding organisation requirements and policies/procedures of own organisation, where appropriate, relating to assessment.</p> <p>They will also be aware of the use of technology in the assessment process, for example video, audio recording, e-portfolios and on-line tests.</p> <p>Trainee assessors/learners must also understand the impact of legal requirements and best practice on the assessment process relating to areas such as:</p> <ul style="list-style-type: none"> <li>• language</li> <li>• disability</li> <li>• religion</li> <li>• race/culture</li> <li>• gender</li> </ul> <p>Trainee assessors/learners must know what reflective practice is and how it can be used to improve practice.</p> <p>If a trainee assessor, they must be able to reflect on their assessment practice on an ongoing basis to ensure it meets legal, their own organisation and the awarding organisation's requirements. They must be able to use what they have learnt from their reflection, experience and feedback from others to improve their practice.</p> <p>Trainee assessors/learners must also keep up to date with changes in:</p> <ul style="list-style-type: none"> <li>• their own sector to maintain occupational</li> </ul>

		competence <ul style="list-style-type: none"> <li>assessment standards and methods to understand the requirements and/or maintain their expertise if already working as an assessor</li> </ul>
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### Unit Guidance

The aim of this unit is to assess the trainee assessor/learner's knowledge and understanding of the principles and practices of assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Where trainee assessors are already assessing and undertaking one/both of the competence units below, links should be made where appropriate so that evidence can cover assessment criteria across all units.

- Unit 302 Assess occupational competence in the work environment
- Unit 303 Assess vocational skills, knowledge and understanding

Supporting evidence could include:

- Summaries of key documents
- Assessment plans
- Assessment records

Note: any records used should have names blanked out to maintain confidentiality.

This unit is underpinned by the Learning and Development NOS, Standard 9: Assess learner achievement.



# Appendix 1

## Credit transfer of units in the Level 3 Award in Education and Training

Unit	Qualification(s) unit is also included in
Understanding roles, responsibilities and relationships in education and training	SFJ Awards Level 4 Certificate in Education and Training
Facilitate learning and development for individuals	SFJ Awards Level 3 Award in Facilitating Learning and Development
	SFJ Awards Level 3 Certificate In Learning and Development
	SFJ Awards Level 4 Diploma In Learning and Development
	SFJ Awards Level 3 Diploma In Working with Victims, Survivors and Witnesses
Facilitate learning and development in groups	SFJ Awards Level 3 Award in Facilitating Learning and Development
	SFJ Awards Level 3 Certificate In Learning and Development
	SFJ Awards Level 4 Diploma In Learning and Development
	SFJ Awards Level 3 Diploma In Working with Victims, Survivors and Witnesses
Understanding the principles and practices of assessment	SFJ Awards Level 3 Award In Assessing Competence in the Work Environment
	SFJ Awards Level 3 Award In Assessing Competence in the Work Environment
	SFJ Awards Level 3 Award In Assessing Vocationally Related Achievement
	SFJ Awards Level 3 Award In Understanding the Principles and Practices of Assessment
	SFJ Awards Level 3 Certificate In Assessing Vocational Achievement
	SFJ Awards Level 3 Certificate In Learning and Development
	SFJ Awards Level 4 Diploma In Learning and Development

# Appendix 2

## Summary of practice, including observed and assessed practice, requirements

Unit		Practice requirement	Observation and assessment of practice requirement	Notes on requirements
<b>Mandatory unit</b>				
Group A	<b>Understanding roles, responsibilities and relationships in education and training</b> Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
<b>Optional units</b>				
Group B	<b>Understanding and using inclusive teaching and learning approaches in education and training</b> Level 3 (Education and Training unit)	Yes	Yes	For this optional unit there is a requirement to undertake microteaching for assessment purposes.  Please refer to Section 4.5 Teaching Practice Requirements for specific details of microteaching.
	<b>Facilitate learning and development for individuals</b> Level 3 (Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment.
	<b>Facilitate learning and development in groups</b> Level 3 (Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment.

Group C	<b>Understanding assessment in education and training</b> Level 3 (Education and Training unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
	<b>Understanding the principles and practice of assessment</b> Level 3 (Learning and Development unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.

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