



Qualification  
Guidance

# Level 3 Award in Education and Training



Qualification  
Accreditation Number:  
601/0143/X  
Version FLM004875

Active iQ

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# Level 3 Award in Education and Training

**Qualification Accreditation No:** 601/0143/X

**Course Code:** Q3ET

## Introduction

The Active IQ Level 3 Award in Education and Training is at level 3 on the Regulated Qualifications Framework.

**Guided learning hours:** 48

**Total Qualification Time:** 120

**Credit:** 12

Minimum credit to be achieved at or above the level of the qualification	12
Requirements other than the award of credit which need to be met before the qualification is awarded:	None
Exemptions:	None

## Entry Requirements

- All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Development needs and action plans to address these development needs should be recorded and addressed.
- For those trainee teachers who have already undertaken initial assessments for their English, mathematics and ICT skill, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.
- There are no other specific entry requirements

## Qualification Outline

### Target Learners:

- Learners aged 19 +
- Those considering a career in education and training
- Those who already have a role within education and training, who do not already hold an equivalent/ higher teaching qualification
- Those who are already working as an assessor who wish to achieve a qualification that provides an introduction to teaching
- The Active IQ Level 3 Award in Education and Training is equivalent and replaces the L3 and L4 PTLLS, as such tutors who already hold either PTLLS3 or 4 should not be target learners for the Active IQ Level 3 Award in Education and Training

### Aim:

- To provide learners with the knowledge and skills to be able to educate and train individuals and/or groups
- To provide learners with the knowledge and skills to enter the education sector

## Objectives:

- To provide learners with the knowledge to be able to understand the roles, responsibilities and relationships in education and training
- To provide learners with the knowledge to be able to deliver education and training to individuals and/or groups in an environment/subject, in which they are technically competent
- To provide learners with the knowledge to be able to understand and support the process of assessment

## Progression:

This qualification provides progression on to

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

However, completion of the Level 3 Award in Education and Training is not a requirement/ pre-requisite for access onto these higher qualifications

## Links to National Occupational Standards

There are links to the National Occupational Standards in Training and Development.

## Disclosure and Barring Service (DBS) Policy

Learners, who are required to work with children as a necessary part of a training course / qualification, e.g. student teachers, nursery nurses, etc., will need to undergo a Disclosure and Barring Service (DBS) check before they are accepted onto the qualification, prior to its commencement. Please see Active IQ's Guidance for Centres document for further information.

## Occupational competence requirements for tutors/ assessors and internal verifiers for the Active IQ Level 3 Award in Education and Training (QCF)

### Required Criteria

All tutors/ assessors and internal verifiers staff must:

- Possess a discipline specific qualification equivalent to the qualification being taught  
The following are acceptable:
  - Level 3 Award in Education and Training
  - Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
  - Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
  - Level 4 Certificate in Education and Training
  - Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
  - Level 5 Certificate in Education and Training
  - Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
  - Certificate in Education
  - Relevant predecessor NQF tutor qualifications
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

## Tutors

Tutors must:

- Have evidence of substantial and successful education/ training experience for at least the previous two years
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ context specific or relevant to tutoring assessing or quality assurance)

## Assessors

Assessors for Units 1,2, and 5 must hold or be working towards\*:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally-Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 (previously D32, D33)

Assessors for Units 3,4 and 6 must:

- 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 (previously D32, D33) or
- Have successfully assessed learners for other qualifications
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Show current evidence of continuing professional development in assessment and quality assurance

## Internal Verifiers

Internal verifiers must:

Internal verifiers for Units 1,2 and 5 must hold or be working towards\*:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- 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 (previously D34)

Internal verifiers for Units 3,4 and 6 must:

- Hold one of the following qualifications or their recognised equivalent
  - Level 4 Award in 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 (previously D34)
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Show current evidence of continuing professional development in assessment and quality assurance

\*When working towards a recognised qualification, all work must be countersigned by a qualified assessor or verifier.

## Level 3 Award in Education and Training

### Qualification Structure

Learners must complete the one mandatory unit (3 credits) and an additional 9 credits from the optional units (6 credits from Group B and 3 credits from Group C)

### Mandatory Unit (Group A)

1.	Understanding roles, responsibilities and relationships in education and training	Level 3	3 credits	H/505/0053
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### Optional Units (Group B)

2.	Understanding and using inclusive teaching and learning approaches in education and training	Level 3	6 credits	D/505/0052
3.	Facilitate learning and development for individuals	Level 3	6 credits	J/502/9549
4.	Facilitate learning and development in groups	Level 3	6 credits	F/502/9548

### Optional Units (Group C)

5.	Understanding assessment in education and training	Level 3	3 credits	R/505/0050
6.	Understanding the principles and practices of assessment	Level 3	3 credits	D/601/5313

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

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand inclusive teaching and learning approaches in education and training.	1.1 Describe features of inclusive teaching and learning. 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs. 1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	2.1 Explain why it is important to create an inclusive teaching and learning environment. 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. 2.3 Explain ways to engage and motivate learners. 2.4 Summarise ways to establish ground rules with learners.
3. Be able to plan inclusive teaching and learning.	3.1 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.
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	Worksheet Lesson Plan Direct Observation Session and self – evaluation Micro teaching log



Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand principles and practices of one-to-one learning and development.	1.1 Explain purposes of one-to-one learning and development. 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs. 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals. 1.4 Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development. 1.5 Explain how to overcome individual barriers to learning. 1.6 Explain how to monitor individual learner progress. 1.7 Explain how to adapt delivery to meet individual learner needs.
2. Be able to facilitate one-to-one learning and development.	2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives. 2.2 Implement activities to meet learning and/or development objectives. 2.3 Manage risks and safeguard learners participating in one-to-one learning and/or development.
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts.	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts. 3.2 Provide group feedback to improve the application of learning.
4. Be able to assist individual learners in reflecting on their learning and/or development.	4.1 Support self-evaluation by learners. 4.2 Review individual responses to learning and development in groups. 4.3 Assist learners to identify their future learning and development needs.
Assessment	Worksheet Lesson plan Work based direct observation Session and self- evaluation Teaching log

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

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand types and methods of assessment used in education and training.	1.1 Explain the purposes of types of assessment used in education and training. 1.2 Describe characteristics of different methods of assessment in education and training. 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs. 1.4 Explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process.	2.1 Explain why it is important to involve learners and others in the assessment process. 2.2 Explain the role and use of peer- and self-assessment in the assessment process. 2.3 Identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process.	3.1 Describe key features of constructive feedback. 3.2 Explain how constructive feedback contributes to the assessment process. 3.3 Explain ways to give constructive feedback to learners.
4. Understand requirements for keeping records of assessment in education and training.	4.1 Explain the need to keep records of assessment of learning. 4.2 Summarise the requirements for keeping records of assessment in an organisation.
<b>Assessment</b>	<b>Worksheet</b>

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



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