

SPECIFICATION

IAO LEVEL 3 AWARD IN EDUCATION AND TRAINING

Qualification number: 601/4415/4

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN) 601/4415/4

Qualification review date 30th June, 2025

Guided Learning Hours (GLH) Minimum 48 hours

Total Qualification Time (TQT) 120 hours

RQF level 3

Qualification credit value 12 credits

Minimum credits at/above level 12 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

The Level 3 Award in Education and Training provides an introduction to teaching. It can meet the needs of a range of trainee teachers; for example, individuals not currently teaching or training, individuals currently teaching or training, individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

The objective of the qualification is to prepare learners for employment and support them to progress to a teaching role within the workplace.

Entry guidance

There are no formal entry requirements for this qualification.

However, there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT.

Providers may wish to base their initial assessment on the personal skills requirements for literacy, language, numeracy and ICT identified in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes*. Please see the link below for further information:

<http://www.excellencegateway.org.uk/node/12019>

This qualification is suitable for those who work within the Education sector. It provides learners with an opportunity to demonstrate their competence and knowledge in a wide range of job roles.

Progression opportunities

Learners who complete this qualification may go on to further study in related areas such as:

- IAO Level 4 Certificate in Education and Training
- Assessor and Verifier Qualifications

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

Occupational competence requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- 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)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 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 Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong

Learning

- Sector (DTTLS) Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as

detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Assessment strategy

Assessment and Quality Assurance

This document outlines Innovate principles in regards to:

- external quality control of assessment
- requirements of assessor and verifiers
- evidence

The assessment process is as follows:

- The learners are assessed internally at the centre, using exemplar materials provided by Innovate Awarding, or assessments that are internally set by the centre, against the requirements detailed in the assessment criteria of the units
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by Innovate Awarding

Requirements for practice and assessed practice

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

- Understanding and using Inclusive Teaching and Learning Approaches in Education and Training (Level 3)

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

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

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

- Facilitate Learning and Development for Individuals (Level 3)
- Facilitate Learning and Development in Groups (Level 3).

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

3. Requirements of assessors, external and internal verifiers

As an Awarding Organisation, we require that tutors/assessors have all of the following qualifications and experience in order to deliver this qualification.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

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

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

There are additional requirements for those who assess the Learning and Development units and information regarding those requirements is included in the section below.

Assessment of learning and development units

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualification (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.

Internal quality assurance

All those who are involved with the internal quality assurance of these qualifications 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 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; and
- show current evidence of continuing professional development in assessment and quality assurance.

Recording Achievement

Centres must record each learner's achievement of each unit on an appropriate tracking form or forms. The form/s should record the learner's achievement of the unit assessment criteria evidenced by the task, identifying where the evidence can be found

Simulation

Simulation is not permitted in the following units:

- J/502/9549 – Facilitate learning and development for individuals
- F/502/9548 – Facilitate learning and development in groups

The practice, including observed and assessed practice, requirements for all units are summarised in the table below.

Unit	Practice requirement	Observation and assessment of practice requirements	Notes on requirements
Mandatory Unit			
Understanding roles, responsibilities and relationships in education and training Level 3	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Optional units			
Understanding and using inclusive teaching and learning approaches in education and training 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 2.8 above for specific details of microteaching requirements.
Facilitate learning and development for individuals 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.

			Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Annex 3.
Facilitate learning and development in groups Level 3 (Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Annex 3.
Understanding assessment in education and training 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
Understanding the principles and practice of assessment 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. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Annex 3.

Qualification structure

Learners must achieve a minimum of 12 credits. Three credits from mandatory Group A, six credits from optional Group B and three credits from optional Group C.

The total Guided Learning Hours (GLH) for this qualification is 48 hours.

The Total Qualification Time (TQT) for this qualification is 120 hours.

Unit Structures

All units are listed below

Mandatory unit

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

Optional Group B

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

Optional Group C

Unit ref	Unit title	Level	Credit value	GLH
R/505/0050	Understanding assessment in education and training	3	3	12
D/601/5313	Understanding the principles and practices of assessment	3	3	24

Title:	H/505/0053 Understanding roles, responsibilities and relationships in education and training
Level:	3
Credit value:	3
GLH:	12
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
Additional information about this unit N/A	
Unit aim(s)	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant National Occupational Standards	N/A
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Title:	D/505/0052 Understanding and using inclusive teaching and learning approaches in education and training
Level:	3
Credit value:	6
GLH:	24
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

<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>Additional information about this unit N/A</p>	
<p>Unit aim(s)</p>	<p>The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</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>
<p>Details of the relationship of the unit and relevant National Occupational Standards</p>	<p>N/A</p>

Title:	J/502/9549 Facilitate learning and development for individuals
Level:	3
Credit value:	6
GLH:	25
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand principles and practices of one to one learning and development	1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Explain 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 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 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs</p>
<p>Additional information about this unit N/A</p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed</p>
<p>Details of the relationship of the unit and relevant National Occupational Standards</p>	<p>N/A</p>

Title:	F/502/9548 Facilitate learning and development in groups
Level:	3
Credit value:	6
GLH:	25
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand principles and practices of learning and development in groups	1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups
2. Be able to facilitate learning and development in groups	2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development
3. Be able to assist groups to apply new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide feedback to improve the application of knowledge

<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 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs</p>
<p>Additional information about this unit N/A</p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.</p>
<p>Details of the relationship of the unit and relevant National Occupational Standards</p>	<p>N/A</p>

Title:	R/505/0050 Understanding assessment in education and training
Level:	3
Credit value:	3
GLH:	12
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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Additional information about this unit	
N/A	
Unit aim(s)	The purpose of the unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve the learners in assessment and requirements for record keeping.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	D/601/5313 Understanding the principles and practices of assessment
Level:	3
Credit value:	3
GLH:	24
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles and requirements of assessment	1.1 Explain the function 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 the 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 the importance of involving 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

	<p>involvement and personal responsibility in the assessment of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
5. Understand how to make assessment decisions	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> • sufficient • authentic • current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process	<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>
7. Understand how to manage information relating to assessment	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
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>

Additional information about this unit	
N/A	
Unit aim(s)	The purpose of the unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A