GQA Level 3 Award in Education and Training

Qualification Number
603/4862/8

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
MANDATORY UNITS		Level	Credit		
A/617/7076 ET1	Understanding roles, responsibilities and relationships in education and training	3	3		
F/617/7077 ET2	Understanding and using inclusive teaching and learning approaches in education and training	3	6		
J/617/7078 ET3	Understanding assessment in education and training	3	3		

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace ☐	Assessment of knowledge ☐
Records of prior experience ☐	Witness statement(s) ☐
Testimonial(s) ☐	Photographic evidence ☐
Work records ☐	External testing ☐

Passport Style Candidate Photo (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at theend of each unit.

Introduction to the Qualification

Who is this Qualification for?

This qualification forms part of the Education and Training suite of qualifications. The qualification and learning outcomes are based on the recommendations of the National Occupational Standards for Learning and Development and the 2014 Professional Standards for Teachers and Trainers in Education and Training.

This qualification is designed to provide candidates with an introduction to teaching/training in the further education and skills sector. It is a knowledge-based teaching qualification which has no minimum teaching practice requirement, and therefore, it may be undertaken by individuals who are not currently in a teaching or training role.

What is required from candidates?

This qualification is made up of 3 mandatory units with a total credit value of 30 credits.

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 120 hours.

Qualifications are also required to indicate the number of hours of teaching someone would normally need to gain the skills and knowledge to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 48.

Unit Number	Unit Title	Level	Credit
A/617/7076 ET1	Understanding roles, responsibilities and relationships in education and training	3	3
F/617/7077 ET2	Understanding and using inclusive teaching and learning approaches in education and training	3	6
J/617/7078 ET3	Understanding assessment in education and training	3	3

Acheivement of the required credit indicated above will mean the qualification has been completed and GQA will provide the Certificate with the qualification title.

Assessment Guidance

Practical assessment

There is 1 practical assessment for this qualification. Candidates for this Level 3 Award must be involved in at least 1 hour of microteaching.

Each Candidate for this Level 3 Award must deliver a 15 minute microteaching session observed and assessed by a member of the delivery team throughout the course, with the results of each learning outcome recorded and auditable During the other 45 minutes, the Candidate can either deliver additional microteaching sessions or observe the microteaching sessions of other Candidates.

Verifiable evidence must be submitted to show this took place. For each of their delivered microteach sessions Candidates for this Level 3 Award will need to complete:
• Session plans
• Session evaluation template
• Theory assessments
• Learner workbooks

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by GQA Qualifications and provide evidence of:

1. A teaching or training qualification (see Teaching qualifications table)
2. Evidence of relevant teaching experience in an education or training context
3. Access to appropriate guidance and support
4. On-going participation in related programme quality assurance processes

Teaching qualifications	
B.Ed – Bachelor of Education	CTLLS – Certificate in Teaching in the Lifelong Learning Sector
Cert Ed – Certificate Education	DTLLS – Diploma in Teaching in the Lifelong Learning Sector
Further and Adult Education Teacher's Certificate	Level 4 Certificate in Education and Training (QCF or RQF)
M.Ed – Master of Education	Level 5 Diploma in Education and Training (QCF or RQF)

Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can also assess the Candidate. Our normal requirements for Assessors apply, see below:

• An in depth understanding of the standards and occupational roles in Education and Training
• Hold a formal regulated Assessor qualification

Internal Quality Assurers

Our requirements for Internal Quality Assurers (IQAs) of this Level 3 Award are identical to the requirements for the IQA of other GQA qualifications, see below:

• A sound working knowledge and understanding of the subject.
• Hold a formal regulated IQA qualification.

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Knowledge Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA knowledge qualifications and / or units of credit.

Approved Centres should familiarise themselves with the structure and content of the GQA Knowledge Qualification before designing an appropriate course and are also advised to consider the knowledge and understanding requirements of any linked qualifications (e.g S/NVQ's, qualifications, essential skills).

GQA does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the Technical Certificate / Knowledge Qualification are met, trainers / assessors / teachers may design courses of study in any way that they feel best meets the needs and capabilities of the candidates

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

-plan evidence collection and opportunities for assessment
-collect evidence
-judge evidence
-give feedback to the candidate
-determine whether sufficient evidence has been presented
-make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Similarly Internal and EQAs must be competent to make qualitative judgements.
Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.
EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in External Quality Assurance and hold the EQA national award
GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EQA reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small glass companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
-an in-depth scrutiny of assessment plans, materials and records
-specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
-ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
-the identification and publication of good practice in centres

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:
-prove they can consistently meet all the qualification and / or unit of credit criteria
-provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
-prove that they have the knowledge and understanding required

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4.Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and could incorporate practical skills in addition to primary evidence of knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:
-is authentic – i.e. actually produced by the candidate
-meets the criteria
-relates as appropriate to a context defined within the qualification and / or unit of credit
-confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

-if the evidence, as a whole, covers all the evidence of achievement
-whether the evidence indicates consistency in competent performance
-whether there is enough evidence on which to base an inference of competence
The answer can only be (one of):
-yes (the candidate has achieved)
-no (the candidate has not yet achieved)
-there is insufficient evidence to make a decision

Acceptable evidence
Knowledge evidence Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicate the knowledge each person should use if they are to perform competently.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

It should not be necessary to test all of the candidate's knowledge separately. Performance evidence could show that the candidate knows what he or she is doing.

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence. Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may be acceptable if the candidate is working in a glass or glass related environment Simulation – from circumstances specially designed to enable the candidate's knowledge and / or performance to be assessed. It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies.

The centre must obtain GQA EQA approval for the use of simulation.
Recommended Evidence

Personal Profile - A personal profile is helpful both to the qualification candidate and those involved in assessing and/or verifying competence and the use of such a document should be encouraged.

Candidates new to the sector and working primarily in an off-the-job learning environment will develop/compile a personal profile during the implementation of the Technical Certificate / Knowledge Qualification. Whilst it may not be immediately evident with the help of centre staff, the candidate may be able to identify some auditable prior skills and / or knowledge that may be transferable to the glass related occupational role.

Candidates already in employment in the sector will be able to provide a relevant personal profile and be able to demonstrate aspects of their skills/knowledge using real workplace experiences.

Evidence Guide/Brief - This section is intended to provide a guide for any training plans, reports or assignments produced to support the implementation of the Technical Certificate / Knowledge Qualification. Report / Assignment topics should reflect activities from the occupational area chosen and should be agreed by both candidate and assessor.
1.Introduction - Provide an explanation of the proposed assignment activity and its expected outcome.
2.Preparatory Work - This section should cover the actions and issues required prior to carrying out the main practical activity.
3.Practical Work - This will incorporate a step-by-step account of the practical activity incorporating appropriate quality procedures.
4.Quality Review - This will incorporate an account of the relevant quality checks in relation to the anticipated outcome e.g. in terms of product and/or customer expectations.

NB1: The above will take account of the prescribed format of the practical activities and underpinning knowledge requirements as described within the qualification booklet (standard and assessment guidance).

NB2 All of the above stages will incorporate individually as appropriate:
•Health and Safety regulations and requirements
•Products, materials and equipment
•Handling products and materials e.g. movement of and storage of, hazardous and non-hazardous materials
•Communications including working relationships, information systems, locating and recording
•Standard operating procedures
•Quality issues as appropriate e.g. systems and checks
•Problems, their repercussions and resolution

In terms of content, language and requirements, evidence within a Technical Certificate / Knowledge Qualification portfolio of evidence should satisfy terms such as explain, report, identify and investigate.
In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate has the knowledge to meet the requirements of the qualification and / or unit of credit?
NB: Further guidance on acceptable evidence on each qualification can be found in the Introduction to the Qualification page of this candidate booklet.

Candidate Declaration

Candidate Name...

Centre/Company Name...

Assessor(s) Name(s)..

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail in the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will Collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature...

Date...

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

A/617/7076	Understanding roles, responsibilities and relationships in education and training	Level 3	3 Credits
ET1			

The aim of this unit is to ensure the candidate understands the roles and responsibilities in education and training that provide a safe, supportive, inclusive learning environment that complies with relevant legislation, codes of practice and other recognised guidance.

Candidates are also required to demonstrate they have a sound understanding of how to develop effective and acceptable working relationships with other professionals in education and training.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
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			

Assessor comments

F/617/7077	Understanding and using inclusive teaching and learning approaches in education and training	Level 3	6 Credits
ET2			

The aim of this unit is to ensure the candidate understands the importance of inclusive teaching and learning and how to plan and deliver inclusive sessions that engage and motivate learners who may have individual needs and preferred styles of learning. Candidates must be able to establish ground rules with learners and communicate and provide constructive feedback to them.

Candidates must also be able to review their own delivery, evaluate the effectiveness of this and identify areas for improvement in their own techniques and approaches.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand inclusive teaching and learning approaches in education and training	1.1 Describe features of inclusive teaching and learning			
	1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual Learner needs			
	1.3 Explain why it is important to provide opportunities for Learners to develop their English, mathematics, ICT and wider skills			
2. Understand ways to create an inclusive teaching and learning environment	2.1 Explain why it is important to create an inclusive teaching and learning environment			
	2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual Learner needs			
	2.3 Explain ways to engage and motivate Learners			
	2.4 Summarise ways to establish ground rules with Learners			
3. Be able to plan inclusive teaching and learning	3.1 Devise an inclusive teaching and learning plan			
	3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual Learner needs			
4. Be able to deliver inclusive teaching and learning	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual Learner needs			
	4.2 Communicate with Learners in ways that meet their individual needs			
	4.3 Provide constructive feedback to Learners to meet their individual needs			
5. Be able to evaluate the delivery of inclusive teaching and learning	5.1 Review the effectiveness of own delivery of inclusive teaching and learning			
	5.2 Identify areas for improvement in own delivery of inclusive teaching and learning			

Assessor comments

J/617/7078	Understanding assessment in education and training	Level 3	3 Credits
ET3			

The aim of this unit is to ensure the candidate understands the purpose of assessment in education and teaching. Candidates must show they understand a range of methods that can be used and adapted to support the needs of individual learners.

Candidates must demonstrate understanding of the importance of involving learners and others in the assessment process, how to identify useful sources of information for learners and others and also how and why to use peer and self-assessment, the importance role of a teacher and the responsibilities this brings.
Candidates must also understand the importance of feedback in the assessment process and how to deliver feedback constructively.

Finally, candidates must understand the assessment records required and how and why records are kept.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
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			

Assessor comments

Notes