



Qualification Specification

GA Level 3 Award in Education and Training

603/6672/2

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1: Qualification Overview

1.1 Introduction: About the Gatehouse Awards Level 3 Award in Education and Training

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 3 Award in Education and Training Qualification. This qualification has been developed by the Learning and Skills Improvement Service (LSIS) in conjunction with employers. An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for an award at Level 3 was supported as part of a suite of generic teaching and training qualifications including certificate and diploma qualifications. More information about the findings of the review can be found in the report *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two Findings Report (LSIS, 2013)*.

This qualification is mapped to the supporting National Occupational Standards (NOS). NOS are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence. The units and structure of this qualification are underpinned by the overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector and the Learning and Development NOS. Further information on the NOS used in this qualification can be found on the NOS Database: <http://nos.ukces.org.uk>

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Award in Education and Training	603/6672/2	01/10/2020	30/09/2025

1.3 Qualification Aims and Objectives and Intended Audience

The aim of the GA Level 3 Award in Education and Training is to provide an introduction to teaching. Depending upon the optional units chosen, a learner will either need to take part in microteaching (Unit 02) or teaching practice in the work environment (Unit 03 and Unit 04). Therefore if the microteaching option is taken, the qualification may be undertaken by individuals who are not in a teaching role.

This qualification can meet the needs of learners who are trainee teachers, such as:

- individuals not currently teaching or training. Achievement of the qualification does not require practice other than microteaching/peer teaching unless units from the Learning and Development suite of qualifications are selected;
- individuals currently teaching and training (including those who have just begun teaching and training). Although the qualification does not require practice other than microteaching/peer teaching (unless units from the Learning and Development suite of qualifications are selected), opportunities may be made available to observe and provide feedback on a trainee teacher's practice;
- individuals currently 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 practice to be assessed.

The regulatory purpose of the qualification is to 'prepare for employment in a specific occupational area' (C2).

1.4 Qualification Structure and Overview: GLH, TQT, Level and Credit Value

The GA Level 3 Award in Education and Training qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of this qualification is as follows:

GA Level 3 Award in Education and Training			
GLH*	48	Credit Value	12
TQT**	120	Level	3
Assessment Requirements		Internally assessed and externally quality assured portfolio of evidence.	

***Guided Learning Hours (GLH): Definition**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

****Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study 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 number of study hours a learner is expected to undertake in order to complete each unit is expressed in the ‘**Study Time**’ above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.5 Qualification Structure and Overview: Rules of Combination and Units

This qualification consists of one mandatory unit and five optional units.

In order to be awarded the Level 3 Education and Training, candidates must achieve a minimum of 12 credits overall, consisting of:

- 3 credits from the Mandatory Unit

- 6 credits from Optional Units (Group 1)
- 3 credits from Optional Units (Group 2)

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

To achieve the GA Level 3 Award in Education and Training, candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the selected units.

Grades are not awarded.

Candidates who aren't successful can resubmit work within the registration period.

A summary of the available units is provided here:

Mandatory Unit		GLH	Credits	Unit Reference
1	Understanding roles, responsibilities and relationships in education and training	12	3	F/618/4692

Optional Units: Group 1		GLH	Credits	Unit Reference
2	Understanding and using inclusive teaching and learning approaches in education and training	24	6	J/618/4693
3	Facilitate learning and development for individuals	25	6	L/618/4694
4	Facilitate learning and development in groups	25	6	R/618/4695

Optional Units: Group 2		GLH	Credits	Unit Reference
5	Understanding assessment in education and training	12	3	Y/618/4696
6	Understanding the principles and practices of assessment	24	3	D/618/4697

1.6 Age and Entry Requirements

The GA Level 3 Award in Education and Training qualification is intended for adult learners aged 19 and above.

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, Mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, Mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements. Entry is at the discretion of the centre. Centres are responsible for ensuring that the qualification is appropriate for the age and ability of learners. Centres must ensure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Approved GA Centres must provide detailed advice and guidance to candidates in order to ensure the programme and qualification will meet their needs.

1.7 The Minimum Core: Personal Skills Requirements for Literacy, Language, Numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, Mathematics and ICT expected of all teachers in the sector. There is no requirement in relation to the minimum core in this qualification. However, there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, Maths and ICT.

Providers may wish to base this 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 teacher's knowledge, understanding and personal skills. A guide for initial teacher education programmes* (LLUK, 2007; updated LSIS, 2013).

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the Candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a Candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the Candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the Candidate at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

1.9 Relationship to Other Qualifications & Progression Opportunities

The GA Level 3 Award in Education and Training qualification is an ideal qualification from which new or trainee teachers may progress onto higher level teaching, training and assessment qualifications, for example the Level 4 Certificate in Education and Training and the Level 5 Diploma in Education and Training.

1.10 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.11 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Candidates are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.12 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

Courses leading to GA Level 3 Award in Education and Training qualification can consist of e-learning, distance learning or classroom-based courses offered through GA approved centres.

Candidates must have suitable access to teaching staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential.

Further details and guidance on the content of teaching and learning can be accessed via the Ark (GA's online Learner Management System, available to all GA Approved Centres).

2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external summative assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Teaching Practice Requirements

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

- Unit 2: Understanding and using inclusive teaching and learning approaches in 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.

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:

- Unit 3: Facilitate learning and development for individuals
- Unit 4: Facilitate learning and development in groups

For these units, practice should be in the appropriate context with individual learners or 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 these units.

2.4 Portfolio Requirements

Candidates are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and assessment criteria.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped on a tracking sheet against the learning outcomes and assessment criteria and reflect the type of evidence supplied and its location within the portfolio. By using portfolio reference numbers, it will enable the candidate, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements (see Section 2.5 below).

2.5 Assessment of Candidates: CRAVES

Assessors must ensure that all evidence within the candidate's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level

- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

2.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of candidates, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

2.7 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval.

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

2.8 Registering Candidates and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 1 year. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.9 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.10 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3: Staff and Resource Requirements for Centres

In order to deliver the GA Level 3 Award in Education and Training qualification, a centre must ensure that they have the following resources in place:

3.1 General Staff Requirements

The knowledge and experience of all staff involved in course delivery, assessment and quality assurances will be considered during the approval and re-approval process and at EQA Visits.

Centres must ensure that they hold up-to-date and detailed information about their staff and must make records available to GA upon request. The information GA expects the centre to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centres must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of Candidates and the receipt of results and certificates.

3.2 Requirements for Teachers and Assessors

Candidates may be assessed either by one or several appointed Assessors.

The primary responsibility of an Assessor is to assess a candidate's performance and ensure the evidence submitted by the candidate meets the requirements of the unit's learning outcomes and assessment criteria. An Assessor must be able to recognise occupational competence as specified by the national standards. 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. It is the centre's responsibility to ensure that all staff involved in the delivery and assessment of this qualification are suitably qualified.

To be able to assess candidates, Assessors must:

- hold a recognised a teaching or training qualification (this does **not** include qualifications that only provide an introduction to teaching, e.g. Level 3 Award in Education and Training, Level 3 or Level 4 PTLLS awards, however GA may accept individuals who do not meet this criterion if they have evidence of substantial and successful teaching experience in education and training)
- hold evidence of relevant teaching experience in an education or training context
- have access to appropriate guidance and support
- participate regularly in related quality assurance processes such as standardisation

In addition to the above, Assessors of Units 3, 4 and 6 must also:

- have successfully assessed learners for other qualifications
- have up-to-date working knowledge and experience of best practice in assessment
- hold one of the following qualifications or their recognised equivalent
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

3.3 Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQA)

Assessors may have one or several appointed IQAs.

This qualification is assessed by an Assessor and internally quality assured by an IQA to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint IQAs.

To be able to perform the internal quality assurance role, an IQA 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
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - 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
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process

- show current evidence of continuing professional development in assessment and quality assurance.

In addition, Internal Moderators must be familiar with GA's qualification requirements.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.4 External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

3.5 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply. The centre must maintain and implement appropriate and up-to-date health and safety policies and procedures.

3.6 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications are fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

3.7 Teaching and Learning Resources

Whether delivering a programme of learning as a classroom-based or e-learning course, centres must ensure that their teaching and learning resources are high quality and are relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

The following documents are essential reading for any centre undertaking the delivery, assessment and administration of this qualification:

- Qualification Guidance – Level 3 Award in Education and Training, Learning and Skills Improvement Service (LSIS, 2013)

- Assessed observations of practice within the Education and Training suite of qualifications, Learning and Skills Improvement Service (LSIS, 2013)
- Teaching and Training Qualifications for the Further Education and Skills Sector in England (LSIS, 2013).

3.8 Results and Certification

Following a successful external moderation (EQA) visit, claims for certification are made via the Ark, the GA Learner Management System. Certificates are usually issued within 10 working days.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.9 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

3.10 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org. The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 Unit 1: Understanding roles, responsibilities and relationships in education and training

Mandatory Unit		GLH	Credits	Unit Reference
1	Understanding roles, responsibilities and relationships in education and training	12	3	F/618/4692
<p>The purpose of this 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.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	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

4.2 Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

Optional Units: Group 1		GLH	Credits	Unit Reference
2	Understanding and using inclusive teaching and learning approaches in education and training	24	6	J/618/4693
<p>The purpose of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of their 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>				

Learning Outcomes	Assessment Criteria
The learner will be able to	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 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 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 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
Important assessment information for Unit 2	
<p>There is a microteaching requirement for this unit.</p> <p>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>Trainee teachers who are currently teaching can use their practice instead of microteaching to meet the requirements of this unit.</p>	

4.3 Unit 3: Facilitate learning and development for individuals

Optional Units: Group 1		GLH	Credits	Unit Reference
3	Facilitate learning and development for individuals	25	6	L/618/4694
<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>				

Learning Outcomes	Assessment Criteria
The learner will be able to	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 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 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 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

4 Assist individual learners in reflecting on their learning and/or development	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

Important assessment information for Unit 3

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 for these outcomes. Practice must be with individual learners.

The number of hours of practice required and the number of hours to be observed and assessed are not specified but must be sufficient to demonstrate that the candidate has met the requirements of the learning outcomes.

4.4 Unit 4: Facilitate learning and development in groups

Optional Units: Group 1		GLH	Credits	Unit Reference
4	Facilitate learning and development in groups	25	6	R/618/4695
<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 development responsibility as part of their role.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	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 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 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
	4.1 Support self-evaluation by learners

4 Assist learners to reflect on their learning and development undertaken in groups	4.2 Review individual responses to learning and development in groups
	4.3 Assist learners to identify their future learning and development needs

Important assessment information for Unit 4

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 for these outcomes. Practice must be with groups of learners.

The number of hours of practice required and the number of hours to be observed and assessed are not specified but must be sufficient to demonstrate that the learner has met the requirements of the learning outcomes.

4.5 Unit 5: Understanding assessment in education and training

Optional Units: Group 2		GLH	Credits	Unit Reference
5	Understanding assessment in education and training	12	3	Y/618/4696
<p>The purpose of this 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 learners in assessment and requirements for record keeping.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	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 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

4.6 Unit 6: Understanding the principles and practices of assessment

Optional Units: Group 2		GLH	Credits	Unit Reference
6	Understanding the principles and practices of assessment	24	3	D/618/4697
<p>The aim of this 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.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
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: <ul style="list-style-type: none"> • sufficient; • authentic; and • current
	5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • 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 process

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

3.3 Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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