

## Education and Training (Level 3 Award)



## Laser Learning Awards

LASER supports its approved centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.

LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

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## Qualification Overview

### OFQUAL QUALIFICATION NUMBERS

601/0506/9 LASER Level 3 Award in Education and Training

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

<b>PURPOSE AND AIM OF QUALIFICATIONS</b>	This qualification offers an overview of the roles, responsibilities and relationships associated with education and training as a starting point for a career in teaching/training. .
<b>WHO IS IT FOR?</b>	Those with an interest in teaching/training aged 19 years or older.
<b>ENTRY REQUIREMENTS</b>	There are no specific entry requirements. Centres are responsible for ensuring the qualification is appropriate for the age and ability of the learners. The recommended minimum age for this qualification is 19 years and above. Please also refer to Section 3.2. of this document.
<b>RULES OF COMBINATION</b>	To achieve the LASER Level 3 Award in Education and Training the learner must achieve a minimum of 12 credits. 3 credits must be taken from Unit Group A. A minimum of 6 credits must be taken from Unit Group B. A minimum of 3 credits must be taken from Unit Group C.
<b>UNITS</b>	Please follow the link to the <a href="#">units list</a> and click on the unit titles.
<b>ASSESSMENT</b>	The qualifications are achieved by providing evidence covering the learning outcomes and assessment criteria of each unit, and by satisfying requirements for practice and observed practice. Details of assessment methods are contained within each unit. Evidence is assessed and internally verified by the provider, and verified externally by LASER.
<b>PRICE</b>	For LASER's price list, please click <a href="#">here</a> .
<b>DATES</b>	Operational Start Date: 1 September 2013 Qualifications Review Date: 31 July 2026
<b>TO DELIVER</b>	Centres must meet LASER's requirements for centre recognition and qualification approval. <a href="#">Click here</a> for details of how to become an Approved Centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance. Once approved, centres can download necessary forms from the <a href="#">Quartz Web Portal</a> . This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient.

# 1. About the Qualification

LASER's Level 3 Award in Education and Training is an industry-standard qualification regulated by Ofqual on the Regulated Qualifications Framework (RQF).

It provides a nationally-recognised introduction to teaching, appropriate for trainee teachers, tutors and trainers working in the post 16 education and training sector which covers a wide spectrum of providers including further education colleges, adult and community education providers, offender education, work based learning providers, the third/voluntary sector and independent training organisations.

The Level 3 Award in Education and Training is not in itself a teaching qualification per se, but offers an overview of the roles, responsibilities and relationships associated with education and training as a starting point for a career in teaching/training.

This qualification replaces the QCF equivalent qualification of the same title. For details of the policy context and background to the updated qualifications in Education and Training, please see [Appendix 4](#).

The LASER Level 3 Award in Education and Training has a credit value of 12 and a recommended Total Qualification Time of 120 hours, including Guided Learning Hours (GLH) of between 48 and 61 hours, depending on the units chosen.

There is no minimum teaching practice requirement for this knowledge based qualification. It can be undertaken by individuals not currently teaching or training. However, there is a minimum requirement to take part in micro teaching (peer teaching) which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'. Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session.

Also available in the 'Education and Training' suite is a Certificate at Level 4 and a Diploma at Level 5. An assessment should be performed with each prospective candidate as to which of the three Education and Training qualifications is most suitable for the candidate to embark upon. For guidance, please see [Appendix 5](#).

The suite of Education and Training qualifications has been designed so that a trainee teacher can undertake the Level 4 Certificate or the Level 5 Diploma without having previously achieved the Level 3 Award.

A Qualification Summary outlining all three qualifications is provided in [Qualification Overview](#).

To offer these qualifications, a centre must be approved by LASER. For further information about becoming an Approved Centre or working in partnership with an Approved Centre please visit [our website](#).

Centres must gain approval before starting to deliver this qualification. An [Approval to Deliver form](#) can be downloaded from our website and existing approved centres must also complete a New Programme-Provider Course Notification Form which is available via our [Quartz Web Portal](#). There are further requirements for Assessment Design, please see [Section 3.2](#) for further details. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our [Quartz Web Portal](#),

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## 2. Offering the Qualification

### 2.1 AIMS AND OBJECTIVES

This qualification is designed to give an introduction to the roles, responsibilities and relationships involved in education and training.

It provides an opportunity for the candidate to learn about a broad range of key aspects including:

- legislation, regulatory requirements and codes of practice;
- equality and diversity;
- meeting learner needs;
- safe and supportive learning environments;
- promoting appropriate behaviour;
- inclusive teaching and learning;
- one to one learning and development;
- learning and development in groups;
- providing opportunities for learners to develop their skills in English, Maths and ICT;
- planning lessons and assessment;
- assessment principles and practice;
- helping learners to evaluate their performance;
- evaluating own performance;
- working with other professionals.

### 2.2 TARGET GROUP

The qualification is aimed at new recruit or prospective trainee teachers/trainers and other education/training professionals wishing to gain an insight into teaching/training (such as those who have completed LASER's Learning Support qualifications) (see [www.laser-awards.org.uk](http://www.laser-awards.org.uk)).

It is approved for individuals aged 19 years or older.

### 2.3 ENTRY REQUIREMENTS

There are no nationally-agreed entry requirements for this qualification, however:

- Providers will be aware that there is a minimum core of literacy, language, numeracy and ICT which details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. There is therefore 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 this initial assessment on the requirements identified in the document '[Minimum Core Guidance - Defining the minimum core of teachers' knowledge, understanding and skills in literacy, language, numeracy and ICT; Using inclusive approaches to address learners' needs](#)' (The Education and Training Foundation, Nov 2016). Where applicable, development needs should be recorded and an action plan formed to address them, agreed between the delivery team and the candidate.

- It is recommended that providers check that candidates hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism. Aside from other considerations, without knowledge and experience in the subject they wish to teach, candidates will find it extremely challenging to produce the evidence required to achieve this qualification.
- It is essential that providers check that candidates do not have a background which will by law prevent them from working as a teacher with young people or vulnerable adults if this is the trainee's goal.

This qualification can be undertaken by individuals not currently teaching or training, as achievement of the qualification does not require practice other than micro-teaching – unless certain units are selected. Some units, as set out in [Appendix 3](#) Summary of Practice Requirements by Unit, require the candidate to practice and require that practice to be assessed so candidates for these units must be in a position to practice in a real work environment, in an appropriate context. For more information on how these units must be assessed, please see [Section 3.2 Assessment Design](#).

## 2.4 COURSE DESIGN

### **Unit 'Understanding Roles, Responsibilities and Relationships in Education and Training' (H/505/0053, WJB409)**

It is advisable, but not compulsory, for providers to deliver this unit first before any others when offering the Level 3 Award or Level 4 Certificate in Education and Training. This unit is mandatory in both the Level 3 Award in Education and Training and the Level 4 Certificate in Education and Training and delivering it first enables candidates to switch from one qualification to the other if appropriate early on.

The LASER Level 3 Award in Education and Training is not 'nested' with the LASER Level 4 Certificate in Education and Training in any other way. The LASER Level 3 Award in Education and Training is not nested with the LASER Level 5 Diploma in Education and Training at all.

## 2.5 ACHIEVING THE QUALIFICATION

To achieve the LASER Level 3 Award in Education and Training, the learner must undertake a number of units of assessment and achieve a specified value of 'credit' by meeting the assessment criteria for those units of assessment.

The '**rules of combination**' for the qualification (i.e. the value of credit the learner must achieve, and instructions about the units of assessment they must undertake to do so) are stated below. There is only one unit in Group A. This unit is mandatory.

### **Rules of Combination:**

To achieve the LASER Level 3 Award in Education and Training the learner must achieve a minimum of 12 credits. 3 credits must be taken from Unit Group A. A minimum of 6 credits must be taken from Unit Group B. A minimum of 3 credits must be taken from Unit Group C.

Details of the units and the unit groupings can be found in [Appendix 2](#).

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## 2.6 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 3 Award in Education and Training	12	48	120 hours

\* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH). \*

Values for Total Qualification Time, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 2.7 LANGUAGE REQUIREMENTS

The qualification is only available in English.

## 2.8 PROGRESSION OPPORTUNITIES

Successful candidates may choose to progress on to LASER's Level 4 Certificate in Education and Training or LASER's Level 5 Diploma in Education and Training. As mentioned in Section 2.4 above, individuals progressing from the Award to the Certificate would not be expected to repeat the unit '**Understanding Roles, Responsibilities and Relationships in Education and Training**' (H/505/0053, WJB409) and their previous achievement can be carried over. There is no overlap between the units in the Award and the Diploma.

Candidates could also progress on to LASER's qualifications for Assessors and Internal Verifiers. Providers and candidates should note that the unit '**Understanding The Principles And Practices Of Assessment**' (D/601/5313, CAN115) also appears in the LASER Level 3 Award in Understanding the Principles and Practices of Assessment, the LASER Level 3 Award in Assessing Vocationally Related Achievement, the LASER Level 3 Award in Assessing Competence in the Work Environment and the LASER Level 3 Certificate in Assessing Vocational Achievement. Individuals progressing from the LASER Level 3 Award in Education and Training to one of these qualifications would not be expected to repeat this unit and their previous achievement can be carried over.

Click [here](#) to find out more about the Assessor and Internal Verifier qualifications on the Ofqual Register of Regulated Qualifications, or visit the LASER [website](#).

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# 3. How the Qualification will be Assessed

## 3.1 OVERVIEW

The qualifications are assessed by the centre and are subject to LASER's requirements for quality assurance. Once approved as a Laser Centre simply log on to the [Quartz Web Portal](#) where you'll find a full resource bank of quality information, including the latest LASER Assessment Guidance.

## 3.2 ASSESSMENT DESIGN

The qualification is assessed through a portfolio of evidence, which may be paper-based or electronic.

The portfolio must comprise a series of completed tasks. The tasks must be devised by the centre, taking into account any Assessment Guidance attached to the unit\* and must be mapped to the assessment criteria.

Example assessment tasks can be downloaded from the [Quartz Web Portal](#)

<sup>1</sup> All Approved Centres have access to the Quartz Web Portal.

All centre-devised assessment tasks must be approved by LASER. Assessment must be valid, reliable and sufficient to meet the outcome. It is important that assessments are internally verified to meet these standards before they are sent to LASER for approval. The Approval of Assessment form can be accessed [here](#).

The centre must assess the candidate's portfolio in terms of whether it provides evidence that the candidate has met each unit assessment criteria (and satisfied the practice/micro-teach requirements where relevant).

When a candidate achieves a unit, their achievement can be recorded using the ['Units Achieved' form](#), which can also be included at the front of the candidate's portfolio.

Assessed work must be internally quality assured ([See Section 6](#)).

Level Descriptors are provided in [Appendix 1](#). It is recommended that tutors familiarise candidates with these, to ensure their work is presented at the appropriate level.

\*A summary of unit-level practice requirement stipulations can be found in [Appendix 3](#).

It should be noted that:

If the unit **'Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training' (D/505/0052, WJB400)** is selected, each candidate undertaking this unit must be involved in at least one hour of micro-teaching, at least 15 minutes of which must consist of the candidate delivering a micro-teaching session that is observed and assessed by a suitably qualified member of the teaching team (with the remaining minutes spent observing other candidates' micro-teaching sessions). Alternatively, if the candidate is currently teaching/training in a real work environment, they may opt to have 15 minutes to one hour of their practice observed and assessed, instead of delivering a micro-teaching session (with any remaining time up to one hour spent observing the practice or micro-teaching sessions of others).

If the units **'Facilitate Learning and Development for Individuals' (J/502/9549, WJA532)** or **'Facilitate Learning and Development in Groups' (F/502/9548, WJA531)** are selected, candidates must be assessed for certain learning outcomes practicing in an appropriate context in a real work environment.

Observed practice/micro-teach sessions can be recorded using the [Teaching Observation form](#) in the [Quartz Web Portal](#). Guidance on the standards that observed sessions should meet is included with the form.

Observation records must be included in the candidate's portfolio of evidence.

### 3.3 RECORD KEEPING

LASER also recommends using a [Tutor Assessment Planning Sheet](#)<sup>2</sup> as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality and Curriculum Reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the [Individual Learner Record](#) for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

<sup>2</sup> Once approved as a Laser Centre simply log on to the Quartz Web Portal.

All assessment methods must be suitably evidenced, and templates for assessors' use are all available in the Document section of the [Quartz Web Portal](#). Note particularly the use of a group witness or individual witness statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable for the evidence to be held in a mixture of places, for example in a learner file and/or tutor file or on an intranet using a specific learner programme. If this is the case, it must be clear for each learner precisely where the information is held, by using one record sheet such as the Individual Learner Record, and that the evidence is complete. Electronic evidence must be available to LASER Quality and Curriculum Reviewers when requested.

## 4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document [Access to Fair Assessment](#). This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

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## 5. Tutor/Assessor/Internal Quality Assurer Requirements

The following requirements are laid down by the Education and Training Foundation.

Those who tutor this qualification 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
- On-going participation in related programme quality assurance processes.

Those who assess this qualification must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;

- hold one of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and show current evidence of continuing professional development in assessment and quality assurance.

Those who quality assure this qualification internally 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
- show current evidence of continuing professional development in assessment and quality assurance.

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## 6. Quality Assurance of the Qualification

Approved centres must have implemented the internal quality assurance arrangements detailed in the LASER Centre Handbook which is available in the document section of the [Quartz Web Portal](#). The LASER appointed Quality and Curriculum Reviewer will regularly monitor compliance with these requirements. The LASER Quality and Curriculum Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal quality assurance systems to underpin the delivery of the qualification. Internal quality assurance is the process by which the centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings, to ensure consistency and fairness. It involves two key processes; verification and standardisation and is done by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However there must be:

- An appropriate quality assurance system in place and;
- Evidence the system is implemented effectively.

The outcome of the internal quality assurance process is the recommendation of the award of credit to learners. Credit is then awarded by LASER as appropriate.

## 6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurers (AIQA) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for DCS must be made by the individual holding AIQA status and must show evidence of good verification practice at the centre for which the application is made. When an AIQA leaves an organisation, DCS does not automatically transfer to any new centre. An application must be made in conjunction with the new centre.

AIQA and DCS status is monitored by the Quality and Curriculum Reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

## 6.2 STANDARDISATION

LASER will hold regular standardisation events to make sure there is consistent application of assessment. Centres are required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

LASER hold standardisation events on a rolling basis to make sure comparable standards are being achieved year on year and there is a consistency of delivery and assessment across centres. LASER Quality and Curriculum Reviewers will identify samples of learners' work that they want to retain for standardisation purposes during quality assurance visits. Where an IQA is in place they will identify samples of learners' work to submit to national standardisation events. Centres are required to retain records of the assessment and internal quality assurance processes to contribute to standardisation events. Where units are common to other awarding organisations' qualifications, LASER will work collaboratively to make sure standardisation requirements as set out in the Regulated Qualifications Framework and Ofqual's General Conditions of Recognition are met.

Standardisation activities also include opportunities for networking and sharing of resources, together with regular information about new or replacement units. Centres are recommended to attend these annual meetings, in addition to centre visits by LASER Quality and Curriculum Reviewers.

## 6.3 RETAINING EVIDENCE

For all qualifications, centres must retain complete and accurate records for at least three years from the end of the academic year to which they relate. These records must be made available to LASER on request.

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## Appendix 1: Ofqual Level Descriptors – Level 3

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Level 3	<p>Has 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.</p> <p>Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

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## Appendix 2: Unit List

For more information on unit content, please click below:

LASER Level 3 Award in Education and Training

OFQUAL CODE: 601/0506/9



As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available on our website.

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## Appendix 3: Summary of Practice Requirements by Unit

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	PRACTICE REQUIREMENT	OBSERVATION AND ASSESSMENT OF PRACTICE REQUIREMENT	DETAILS
H/505/0053	WJB409	Understanding Roles, Responsibilities And Relationships In Education And Training	No	No	No practical teaching element.
D/505/0052	WJB400	Understanding And Using Inclusive Teaching And Learning Approaches In Education And Training	Yes	Yes	For this optional unit, there is a requirement to undertake microteaching for assessment purposes. A trainee teacher must be involved in at least one hour of microteaching and must deliver at least one 15-minute microteaching session that is observed and assessed. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
J/502/9549	WJA532	Facilitate Learning And Development For Individuals	Yes	Yes	Practice must be assessed in real work environment for certain learning outcomes.
F/502/9548	WJA531	Facilitate Learning And Development In Groups	Yes	Yes	Practice must be assessed in real work environment for certain learning outcomes.
R/505/0050	WJB401	Understanding Assessment In Education And Training	No	No	No practical teaching element.
D/601/5313	CAN115	Understanding The Principles And Practices Of Assessment	No	No	No practical teaching element.

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## Appendix 4: Policy Context and Background to Qualifications in Education and Training

What follows below is adapted from the ETF (November 2016) guidance document, 'Qualifications in Education and Training – Updated Guidance on the Teaching Qualifications for the Further Education and Skills Sector'.

### Changes in the sector

Qualifications and regulations

The requirement for teachers in publicly funded post 16 education and training to have prescribed teaching qualifications was revoked from September 1st 2013. Employers now have the discretion to appoint to posts those that they feel are best suited in terms of qualifications, experience and attributes for the roles they wish to fill. Many employers retain a preference for those who have, or who are willing to gain, a teaching qualification. The most commonly accepted qualifications for the sector are those in Education and Training which are explained in this document.

The Qualifications and Credit Framework was abolished in 2015 and replaced by a simplified Regulated Qualifications Framework (RQF). This has no immediate impact on qualifications in education and training but may have implications for future developments.

### Organisational developments

In 2012 the requirement for membership of the Institute for Learning (IfL) was abolished but the responsibility for conferring Qualified Teacher Learning and Skills (QTLS) status was retained. IfL ceased operation in July 2014 and the arrangements for QTLS were assumed by a new body, the Society for Education and Training (SET). The Learning and Skills Improvement Service (LSIS) who had previous oversight of the sector qualifications ceased operations in September 2013.

In line with recommendations in the 2012 Lingfield Report, a new body was established - the Education and Training Foundation - whose purpose is to work with teachers, trainers, leaders and employers to help them deliver excellent further and vocational education and training.

The Education and Training Foundation (ETF) has not taken over ownership of any of the Qualifications and Credit Framework (QCF) units previously owned by LSIS and Lifelong Learning UK (LLUK). Ownership of the units has been transferred to the awarding organisation Ascentis.

Accreditation, quality assurance and course approval remains with those awarding organisations that were providing these in July 2014. However, responsibility for guardianship of the Professional Standards means that ETF has an enduring role in leading professionalism within the sector and therefore a responsibility to ensure that this plays out in the nature of the relevant qualifications

In 2013 the Commission on Adult Vocational Teaching and Learning (CAVTL) produced its final report. It made a series of ten recommendations aimed at strengthening the vocational education and training (VET) system into the next decade and beyond. The Education and Training Foundation has assumed the responsibility to develop its strategic partnerships to harness the commitment from employers, education and training providers and government to realise the vision of a first-class VET system.

### New professional standards

In 2014, under the aegis of ETF, the professional standards which underpinned the 2013 qualifications were reviewed. The 2014 professional standards define the professional requirements of teachers, trainers and tutors of post 16 learners, and underpin effective teaching practice in the sector. The previous professional standards were widely considered to be unwieldy and unhelpful in supporting practitioners and the sector generally. The new standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education;
- provide a national reference point that organisations can use to support the development of their staff.

**There is no expectation that trainee teachers who are part way through a qualification should move to the new qualifications, and there is no requirement, for staff already holding teaching qualifications to 'requalify' by taking one of the new qualifications. However, the updated 2017 qualifications are compulsory for all new starters from 31st July 2017.**

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## Appendix 5: Selecting an Education and Training Qualification

What follows below is adapted from the ETF (November 2016) guidance document, 'Qualifications in Education and Training – Updated Guidance on the Teaching Qualifications for the Further Education and Skills Sector'.

**The qualifications differ in terms of size, level, length of time to complete, practice requirements and content. By comparing these key features, employers and individuals can determine the most appropriate qualification for their staff or for themselves.**

There are 3 levels of qualification and potential teachers should make an informed choice based on their levels of confidence, prior qualifications and career aspirations as to which level to take. It is neither necessary nor generally advisable to take each qualification in hierarchical sequence. It is quite usual for suitably qualified individuals to move straight to the full level 5 Diploma in Education and Training.

### Level 3 Award in Education and Training

This qualification offers an introduction to teaching in the education and training sector.

### Level 4 Certificate in Education and Training

This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities, for example instructors or those who teach very small groups of learners.

### Level 5 Diploma in Education and Training

The DET is a general or 'generic' teaching qualification that covers most curriculum areas within further education. Those wishing to teach lower level maths or English (below and including GCSE grades A\* - C), English for Speakers of Other Languages, or to specialise in working with individuals who have special education needs or disability (SEND) should undertake a relevant specialist pathway route.

### Level 5\* Diploma in Education and Training qualification

The generic qualification for those who wish to become fully qualified as further education teachers, with the possibility of gaining the professional status of Qualified Teacher Learning and Skills (QTLS) (requires possession of level 2 qualifications in maths and English); the Level 5 Diploma (or its university

equivalent) offers the optimal opportunity for substantial career development. Colleges of further education and many other sector employers are likely to require this level of qualification or at least a commitment to gain this upon employment.

\* Note that the university equivalent of the Diploma in Education and Training is commonly awarded at different levels depending on the trainee teacher's existing level of academic/vocational study. PGCEs are usually level 6 or 7 and Cert Eds are usually level 5.

The absence of regulation, however, does mean that currently there is an element of choice for the new teacher as there are different levels of qualification - although it is important to understand the implications of that choice. The three levels of teaching qualification cannot be exactly matched to particular job roles or employer type but career aspirations and personal circumstances are likely to have an impact on the qualification that a new teacher decides to take.

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## Level 3 Award in Education and Training

**12 CREDITS**

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This introductory, knowledge-based teaching qualification has no minimum practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

**No minimum teaching practice requirement  
but a minimum microteaching requirement**

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To be awarded the Level 3 Award in Education and Training, a total of 12 credits must be achieved.

The qualification covers:

- understanding roles, responsibilities and relationships in education and training;
- understanding and using inclusive teaching and learning approaches in education; and
- understanding assessment in education and training.

**The qualification is suitable for individuals who:**

- are not in a teaching role, or who have just started a teaching role;
- want a short qualification;
- have the potential to study at this level, which has the same level of demand as that of study for A-levels;
- want a qualification without a minimum teaching practice requirement;
- may have already achieved some Learning and Development units that can be carried forward into this teaching qualification.
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.

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## PEN PORTRAITS

### Level 3 Award in Education and Training

Sunil worked as a health-care professional for 15 years before joining the team of a small independent training provider, AOTC, based in Leeds as an assessor. Within the first year of joining the company, Sunil achieved his A1 (Assessor Award) and now works with a case load of approximately 35 learners employed by care providers in the Leeds area who are working towards the Level 2 Diploma in Health and Social Care.

Although primarily a provider of work-based learning and assessment services, AOTC has recently diversified into classroom-based provision offering courses in social care to the unemployed. Sunil was asked to take on responsibility for delivering the workshops in Infection Control, which involved working at the company's training centre one day a week. Although he was keen to broaden his role, Sunil was not sure that he wanted to move away entirely from work-based assessment so agreed to take on the new responsibility on a six-month trial basis during which time AOTC agreed to put him through the Level 3 Award in Education and Training.

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