Qualifications Network

A candidate's guide to the

QNUK Level 3 Award in
Education and Training (RQF)

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Introduction

This qualification specification outlines key information required by candidates to ensure they have are able to make an informed decision in regards to the qualifications they are undertaking.

Qualification purpose

This qualification provides an introduction to teaching in the life-long learning sector. It is ideal for those already teaching with no formal qualifications or those looking to enter the post-16 education sector.

Qualification objective

These qualifications have the purpose of demonstrating competence in an occupational role

Qualification structure

This qualification is made up of 3 units

Qualification title

QNUK Level 3 Award in Education and Training (RQF)

Qualification accreditation number

601/4446/4

Qualification level

3

Credit value

12

Guided learning hours (GLH)

48

Total Qualification Time (TQT)

120

Unit one title

Understanding roles, responsibilities and relationships in education and training

Unit one reference number

(H/505/0053)

Unit two title

Understanding and using inclusive teaching and learning approaches in education and training

Unit two reference number

(D/505/0052)

Unit three title

Understanding assessment in education and training

Unit three reference number

(R/505/0050)

Pre-requisites

This qualification is appropriate for learners that are 19+

There are no other nationally agreed entry requirements.

Geographical coverage

This qualification is available to candidates across the UK. The Qualification can be delivered in other countries; however, candidates should be aware that the protocols meet current UK guidelines.

Acceptable forms of I.D.

The list below outlines acceptable forms of identification for candidates undertaking a regulated qualification with Qualifications Network.

Ideally candidates should provide at least 1 form of photo I.D. If photo I.D is not available, 2 forms of non-photographic I.D can be produced.

Acceptable forms of photographic I.D (1 required) are:

- Signed UK Photo card driving licence
- Signed passport (any nationality)
- Valid EU Photo identity card
- SIA security licence (with photo)
- Current and valid warrant card issued by HM forces or Police
- Current and valid Prison service card (with photo)
- Proof of age card
- Employee photo identification card
- Student photo identification card for a recognised educational establishment
- Firearms license (with photo)

Acceptable forms of non-photographic I.D (2 required) are:

- Current driving license – paper version
- Birth certificate
- Marriage/civil partnership certificate
- Mortgage statement (issued within past 12 months)
- Bank or building society statement (issued within last 3 months)
- Bank or building society account opening confirmation letter (issued within last 3 months)
- Credit card statement (issued within last 3 months)
- Pension or endowment financial statement (issued within last 12 months)
- P45 or P60 statement (issued within last 12 months)
- Council tax statement (issued within last 12 months)
- Valid work permit or visa issue by UK government
- Utility bill – excluding mobile phone bill (issued within last 3 months)
- Benefit statement e.g. child benefit, pension (issued within last 3 months)

Units of assessment

Unit one title

Understanding roles, responsibilities and relationships in education and training

Learning outcomes:
The learner will:

Assessment criterion:
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

Unit two title

Understanding and using inclusive teaching and learning approaches in education and training

Learning outcomes:
The learner will:

Assessment criterion:
The learner can:

1	Understand inclusive teaching and learning approaches in education and training	1.1	Describe features of inclusive teaching and learning
		1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs
		1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2	Understand ways to create an inclusive teaching and learning environment	2.1	Explain why it is important to create an inclusive teaching and learning environment
		2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs
		2.3	Explain ways to engage and motivate learners

		2.4	Summarise ways to establish ground rules with learners	
3	Be able to plan inclusive teaching and learning	3.1	Devise an inclusive teaching and learning plan	
		3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs	
4	Be able to deliver inclusive teaching and learning	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs	
		4.2	Communicate with learners in ways that meet their individual needs	
		4.3	Provide constructive feedback to learners to meet their individual needs	
5	Be able to evaluate the delivery of inclusive teaching and learning	5.1	Review the effectiveness of own delivery of inclusive teaching and learning	
		5.2	Identify areas for improvement in own delivery of inclusive teaching and learning	

Unit three title

Assess vocational skills, knowledge and understanding

Learning outcomes: The learner will:		Assessment criterion: The learner can:	
1	Understand types and methods of assessment used in education and training	1.1	Explain the purposes of types of assessment used in education and training
		1.2	Describe characteristics of different methods of assessment in education and training
		1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
		1.4	Explain how different assessment methods can be adapted to meet individual learner needs
2	Understand how to involve learners and others in the assessment process	2.1	Explain why it is important to involve learners and others in the assessment process
		2.2	Explain the role and use of peer- and self-assessment in the assessment process
		2.3	Identify sources of information that should be made available to learners and others involved in the assessment process
3	Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback
		3.2	Explain how constructive feedback contributes to the assessment process
		3.3	Explain ways to give constructive feedback to learners

| 4 | Understand requirements for keeping records of assessment in education and training | 4.1 | Explain the need to keep records of assessment of learning |
| | | 4.2 | Summarise the requirements for keeping records of assessment in an organisation |

Assessment methods

Candidates are required to complete a portfolio of evidence.

Reasonable adjustments

All candidates are required to complete the assessment criteria in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage candidates, who would otherwise be able to demonstrate competence in the assessment criteria and in line with the purpose of the qualification.

If you feel the assessment methods above would disadvantage you please contact your centre to discuss reasonable adjustment.