Qualification Specification

Level 3 Award in Education and Training

This qualification is regulated by Ofqual (England), Qualifications Wales (QW) and CCEA (Northern Ireland)

STA Level 3 Award in Education and Training

Qualification Number: 601/1013/2

Credit Value: 12 Credits

Unit Structure

This qualification consists of 3 mandatory units

Unit Title	Code	Credit Value	Unit Level	GLH
Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	3	12
Understanding and using inclusive teaching and learning approaches in education and training	D/505/0052	6	3	24
Understanding the principles and practices of assessment	D/601/5313	3	3	24

Guided Learning Hours: 60 Hours

Total Qualification Time: 120 Hours

Introduction:

This qualification is an introductory teaching qualification, with no requirement to practice, which makes it ideal for those that aspire to become teachers, or those who have only just started in the profession. The role of a teacher in the education and training sector is a varied one, it involves planning, delivering and evaluating sessions that meet the needs of the learners and the requirements of the course. It includes record keeping and giving feedback.

Qualification Objective:

The Level 3 Award in Education and Training is an introductory teaching qualification can be taken by individuals who are not currently within a teaching role as there is no practice requirement other than microteaching.

Target Learners

The STA Level 3 Award in Education and Training is designed to meet the needs of learners who are not currently teaching or training or those that are currently teaching and training, and those who are new to the profession. It could also meet the needs of those who are currently practicing as assessors and wish to move in to a teaching and training role.

Progression

Learners who achieve this qualification could progress on to assessing through completion of assessing qualifications, such as the level 3 award in assessing vocational achievement. They could also develop their teaching practice further, through completing the Certificate or the Diploma in Education and Training. They should keep their knowledge and skills, of their vocational subject and training and assessment practice through regular CPD activities.

Industry Standards

This qualification is underpinned by the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training

Entry Requirements

- Be 19 years of age or older
- Have a good understanding of information and communications technologies (ICT)
- Have the ability to read and communicate clearly and accurately in written and spoken standard English

Any Other Requirements

Learners must have access to one hour of microteaching in order to complete this qualification

Grading Format

Pass / Fail

Assessment Methods

This qualification is assessed through:
- Completion of written assignments
- Involvement in 1 hour of micro-teaching and delivery of at least 1 15 minute assessed micro teach.

Tutor Requirements

In order to tutor the STA level 3 Award in Education and Training, teachers must:
- Hold a recognised teaching or training qualification
- Participate in on-going quality assurance

Assessor Requirements

In order to assess thee STA level 3 Award in Education and Training, assessors must:

- Already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold a recognised assessor qualification
- Show current evidence of continuing professional development in assessment.

IQA Requirements

All those who are involved with the quality assurance of the Education and Training Level 3 qualification internally must:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold a recognised assessor qualification
- Hold a recognised internal quality assurance qualification
- Show current evidence of continuing professional development in assessment and quality assurance.

Resource Requirements

There are no additional resource requirements for this qualification

Unit Specification

Unit Title	Understanding the roles, responsibilities and relationships in education and training
Unit Aim	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

Learning Outcomes	Assessment Criteria
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 Specification

Unit Title	Understanding and using inclusive teaching and learning approaches in education and training
Unit Aim	The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

Learning Outcomes	Assessment Criteria
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 skill
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 Specification

Unit Title	Understanding the principles and practices of assessment
Unit Aim	The aim of this unit is to assess the competence of a practitioner to reflect on, evaluate and improve their learning and development practice.

Learning Outcomes	Assessment Criteria
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how poor 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: • Sufficient • Authentic; and • Current 5.2 Explain how to ensure that assessment decisions are: • 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.