

# Level 3 Award in Education and Training (6502)

October 2017 Version 1.5



## Qualification at a glance

|                                       |  |
|---------------------------------------|--|
| <b>Subject area</b>                   | <b>Teaching and Learning</b>   |
| <b>City &amp; Guilds number</b>       | 6502   |
| <b>Age group approved</b>             | 19+  |
| <b>Entry requirements</b>             | There are no formal entry requirements. Candidates are required to have evidence of level 3 vocational skills for the area in which they will teach/train if they are to progress into teaching in the further education and skills sector.<br>Further details can be found in Section 2   |
| <b>Assessment</b>                     | The qualification will be assessed by a combination of assignments and observation of teaching or training. Simulation of teaching (micro-teaching) is permitted for Unit 2.<br>Suggested summative assessment activities are provided in the form of example assignments in an assessment pack, available on the City & Guilds website. <b>www.cityandguilds.com</b><br>The example assignments in the assessment pack are offered to centres in an attempt to ensure that learners meet all assessment criteria. The assessment pack is accompanied by an answer pack, containing model answers for the example assignments. |
| <b>Fast track</b>                     | Available  |
| <b>Support materials</b>              | Qualification handbook<br>Assessment pack<br>Answer pack<br>Smartscreen<br>Qualification textbook  |
| <b>Registration and certification</b> | Consult the Walled Garden/Online Catalogue for last dates  |

| <b>Title and level</b>   | <b>GLH</b> | <b>TQT</b> | <b>City &amp; Guilds number</b> | <b>Accreditation number</b> |
|--|------------|------------|---------------------------------|-----------------------------|
| Level 3 Award in Education and Training (E&T units only)               | 48         | 120        | 6502-31                         | 600/9554/4                  |
| Level 3 Award in Education and Training (E&T, TAQA and L&D units)      | 48         | 120        | 6502-32                         | 600/9554/4                  |
| Level 3 Award in Education and Training (E&T, TAQA and L&D unit route) | 48         | 120        | 6502-92                         | 600/9554/4                  |

|  |    |     |         |            |
|--|----|-----|---------|------------|
| Level 3 Award in Education and Training (E&T unit route) | 48 | 120 | 6502-93 | 600/9554/4 |
|--|----|-----|---------|------------|

| <b>Version and date</b>     | <b>Change detail</b>                                     | <b>Section</b>                       |
|-----------------------------|--|--------------------------------------|
| May 2014<br>Version 1.2     | Clarification on assessment components 306/356           | Assessment                           |
| January 2016<br>Version 1.3 | Deleting of appendix 3, telephone numbers and references | All                                  |
| March 2016<br>Version 1.4   | Removal of assessment 356                                | Assessment                           |
| October 2017<br>Version 1.5 | Added TQT and GLH details                                | Qualification at a Glance, Structure |



# Contents

|                   |   |           |
|-------------------|---|-----------|
| <b>1</b>          | <b>Introduction</b>   | <b>5</b>  |
|                   | Key features of the Level 3 Award in Education and Training   | 6         |
| <b>2</b>          | <b>Centre requirements</b>  | <b>9</b>  |
|                   | Approval  | 9         |
|                   | Resource requirements   | 9         |
|                   | Learner entry requirements  | 10        |
| <b>3</b>          | <b>Delivering the qualification</b>   | <b>12</b> |
|                   | Initial assessment and induction  | 12        |
| <b>4</b>          | <b>Assessment</b>   | <b>15</b> |
|                   | Assessment strategy   | 16        |
| <b>5</b>          | <b>Units</b>  | <b>19</b> |
| <b>Unit 301</b>   | <b>Understanding roles, responsibilities and relationships in education and training</b>            | <b>20</b> |
| <b>Unit 302</b>   | <b>Understanding and using inclusive teaching and learning approaches in education and training</b> | <b>23</b> |
| <b>Unit 303</b>   | <b>Facilitate learning and development for individuals</b>  | <b>26</b> |
| <b>Unit 304</b>   | <b>Facilitate learning and development in groups</b>  | <b>29</b> |
| <b>Unit 305</b>   | <b>Understanding assessment in education and training</b>   | <b>32</b> |
| <b>Unit 306</b>   | <b>Understanding the principles and practices of assessment</b>                                     | <b>35</b> |
| <b>Appendix 1</b> | <b>Requirements for delivering and assessing Learning and Development units</b>                     | <b>39</b> |
| <b>Appendix 2</b> | <b>Relationships to other qualifications</b>  | <b>41</b> |
| <b>Appendix 3</b> | <b>Sources of general information</b>   | <b>43</b> |



# 1 Introduction

This document provides information which will support organisations to develop their qualification programme.

The Level 3 Award in Education and Training is a knowledge-based introduction to teaching and/or training which has no teaching/training practice requirement. Therefore it may be undertaken by candidates who are not in a teaching role.

Candidates who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to sequence learning, plan and deliver sessions, using appropriate resources and teaching methods. They will also be able to identify the characteristics of effective assessment and feedback.

| <b>Area</b>                        | <b>Description</b>   |
|------------------------------------|--|
| Who is the qualification for?      | <p>For candidates who work, or want to work as teachers/trainers in the further education and skills sector</p> <p>For candidates who are not in a teaching/training role, or who have just started a teaching/training role</p> <p>For candidates who want a short qualification to enable them to make career choices</p> <p>For candidates who have already achieved some Learning and Development units that can be carried forward into this qualification.</p> <p>For candidates who have completed the City &amp; Guilds trainer skills or introduction to training qualifications (7300 and 1106-01)</p> |
| What does the qualification cover? | <p>The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector;</p> <ul style="list-style-type: none"><li>• the roles, responsibilities and relationships in education and training</li><li>• inclusive teaching and learning approaches</li><li>• assessment of learners</li><li>• facilitating learning and development for individuals</li><li>• facilitating learning and development in groups</li><li>• understanding principles and practices of assessment</li></ul>   |

|   |  |
|---|--|
| Is the qualification part of a framework or initiative? | The qualification is the introductory qualification to a suite of teaching qualifications. The qualification is not part of the apprenticeship framework.  |
| Who did we develop the qualification with?              | The qualifications were developed with The Learning and Skills Improvement Service (LSIS).   |
| What opportunities for progression are there?           | <p>The qualification allows candidates to progress into employment as teachers/trainers, as well as to the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"> <li>• Level 4 Certificate in Education and Training</li> <li>• Level 5 Diploma in Education and Training</li> <li>• Level 3 and 4 Awards, Certificates and Diplomas in Learning and Development (6318)</li> <li>• Level 3 Assessment and Quality Assurance</li> <li>• 6258 Awards in Planning and Delivering Training Sessions</li> <li>• 6259 Awards/Certificate for Learning Support Practitioners</li> <li>• 6255 English for Literacy and Language Teaching / Mathematics for Numeracy Teaching</li> </ul> |

## Key features of the Level 3 Award in Education and Training

The Level 3 Award in Education and Training is **not** a teaching qualification - it is an introduction to teaching that will give an insight into the roles, responsibilities and relationships in education and training, how to plan and deliver inclusive teaching/training sessions and how to assess and give constructive and developmental feedback.

The 2013 suite of qualifications in Education and Training are not 'nested'. There are six units to select from – three are Education and Training units and three are Learning and Development units. There is one mandatory unit- unit 301, which is also a mandatory unit in the Level 4 Certificate in Education and Training. This is known as a 'common unit'.

Learning and Development units, if selected, must be delivered and assessed in accordance with the assessment strategy for that qualification (Appendix 1).

Centres wishing to deliver the Learning and Development units must ensure they have approval for both qualifications 6502 and 6317/8.

Candidates can only provide the required evidence for this qualification if they have the knowledge of and experience in a subject that they are able and wish to teach.

To achieve the **Level 3 Award in Education and Training** (6502-31) candidates must achieve **12** credits;

- **12** credits must be achieved

| <b>Unit accreditation number</b> | <b>City &amp; Guilds unit number</b> | <b>Unit title</b>  | <b>Credit value</b> | <b>GLH</b> |
|----------------------------------|--------------------------------------|--|---------------------|------------|
| <b>Mandatory Group</b>           |                                      |  |                     |            |
| H/505/0053                       | Unit 301                             | Understanding roles, responsibilities and relationships in education and training            | 3                   | 12         |
| D/505/0052                       | Unit 302                             | Understanding and using inclusive teaching and learning approaches in education and training | 6                   | 24         |
| R/505/0050                       | Unit 305                             | Understanding assessment in education and training   | 3                   | 12         |

To achieve the **Level 3 Award in Education and Training (with Learning and Development)** (6502-32) candidates must achieve a minimum of **12** credits;

- **3** credits must be achieved from the mandatory group A;
- Plus a minimum of **6** credits from optional group B
- Plus a minimum of **3** credits from optional group C.

| <b>Unit accreditation number</b> | <b>City &amp; Guilds unit number</b> | <b>Unit title</b>  | <b>Credit value</b> | <b>GLH</b> |
|----------------------------------|--------------------------------------|--|---------------------|------------|
| <b>Mandatory Group A</b>         |                                      |  |                     |            |
| H/505/0053                       | Unit 301                             | Understanding roles, responsibilities and relationships in education and training            | 3                   | 12         |
| <b>Optional Group B</b>          |                                      |  |                     |            |
| D/505/0052                       | Unit 302                             | Understanding and using inclusive teaching and learning approaches in education and training | 6                   | 24         |
| J/502/9549                       | Unit 303                             | Facilitate learning and development for individuals (Learning and Development unit)          | 6                   | 25         |

|                         |          |   |   |    |
|-------------------------|----------|---|---|----|
| F/502/9548              | Unit 304 | Facilitate learning and development in groups<br>(Learning and Development unit)            | 6 | 25 |
| <b>Optional Group C</b> |          |   |   |    |
| R/505/0050              | Unit 305 | Understanding assessment in education and training  | 3 | 12 |
| D/601/5313              | Unit 306 | Understanding the principles and practices of assessment<br>(Learning and Development unit) | 3 | 24 |

### Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| <b>Title and level</b>   | <b>GLH</b> | <b>TQT</b> |
|--|------------|------------|
| Level 3 Award in Education and Training (E&T units only)               | 48         | 120        |
| Level 3 Award in Education and Training (E&T, TAQA and L&D units)      | 48         | 120        |
| Level 3 Award in Education and Training (E&T, TAQA and L&D unit route) | 48         | 120        |
| Level 3 Award in Education and Training (E&T unit route)               | 48         | 120        |





## 2 Centre requirements

### Approval

If your centre has full approval to offer the complexes that include the **Preparing to Teach in the Lifelong Learning Sector units** only (6302-13, -14, -90 and -91) or the Certificate in Teaching in the Lifelong Learning Sector (6304/7304) and the Diploma in Teaching in the Lifelong Learning Sector (6305/7305) your centre can apply for approval to deliver the Education and Training complexes (6502-31 and -93). If your centre has full approval to offer the complexes that include the **Preparing to Teach in the Lifelong Learning Sector units and the Learning & Development and Assessment units** (6302 -03, -04, -11, -22 and -92), your centre can apply for approval for the complexes that include Education & Training, and Learning & Development and Assessment units 6502 (-32 and -92).

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. (See Appendix 4)

### Resource requirements

Centres should use teaching/training resources that are in keeping with good practice in the further education and training sector. Centres must ensure that candidates have access to adequate appropriate learning resources eg texts, ICT, learning technology etc.

### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They must have:

- a teaching or training qualification<sup>1</sup> or
- substantial evidence of successful delivery of teaching and/or training programmes
- access to appropriate guidance and support, and
- on-going participation in related programme quality assurance processes

Staff must also be occupationally competent and technically knowledgeable in education and/or training

New team members must:

---

<sup>1</sup> This does NOT include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training, or the Level 3 or Level 4 PTLLS awards.

- join a centre team and receive an adequate induction and adequate mentoring and monitoring, and work with the team until they meet the required criteria. Mentoring and support given must be recorded for EQA purposes.

Observers of micro-teaching/teaching must:

Meet the requirements above and be full members of the centre team, contributing to team meetings, standardisation meetings etc.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### **Assessors and Internal Quality Assurers**

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer qualification for their role in delivering, assessing and internally quality assuring this qualification, or meet the relevant experience requirements outlined above.

There are additional requirements for those who assess and quality assure the Learning and development units (units 303, 304 and 306). Those assessing these units must comply with the assessment strategy for the Learning and Development qualification. This can be found in Appendix 1.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and internal quality assurance is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

There are no formal entry requirements for this qualification, but candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and/or have experience in their subject/skill at the appropriate level.

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently.

All candidates 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 candidates undertake this qualification having already undertaken an initial

assessment of English, mathematics and ICT skills, the record of their development needs and any previous action plan to address them should be reviewed and updated as required.

### **Age restrictions**

This qualification is not approved for anyone under 19 years old.

### **Other legal considerations**

Candidates and centres should be aware of and comply with regulations and/or requirements affecting those who deal with children, young people and vulnerable adults.



### 3 Delivering the qualification

#### Initial assessment and induction

In addition to, or as part of their initial assessment of English, maths and ICT, an assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training and development needs.
- any support and guidance needs they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the qualification and the level are appropriate for the learner.

Also, it is recommended that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. All this information can be recorded in a learning contract.

#### Support materials

The following resources are available for these qualifications:

| Description  | How to access   |
|--|---|
| Example Assignments                                    | In the Assessment Pack to be found on the City & Guilds website<br><a href="http://www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training">www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training</a>   |
| Model answers/grading criteria for example assignments | In the Answer Pack to be found on the City & Guilds website<br><a href="http://www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training">www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training</a>   |
| Forms for centres                                      | In the Forms form Centres Pack to be found on the City & Guilds website<br><a href="http://www.cityandguilds.com">www.cityandguilds.com</a>   |
| Smartscreen  | SmartScreen.co.uk provides online support for tutors, assessors and learners of City & Guilds' qualifications. This includes both the Smartscreen content for the 6317 and 6502 qualifications. High quality support materials provide complementary support to the entire teaching and learning experience. You can subscribe from the Walled Garden or email your order to <a href="mailto:directsales@cityandguilds.com">directsales@cityandguilds.com</a> . |

|   |  |
|---|--|
| Qualification Textbooks   | The City & Guilds Textbook: Level 3 Award in Education and Training (available December 2013)<br>The City & Guilds Guide to Practical Assurance Textbooks can be accessed from the Walled Garden or email your order to <b>directsales@cityandguilds.com</b> |
| 6317 Levels 3 Award and Certificate in Assessment and Quality Assurance | City & Guilds website <b>www.cityandguilds.com</b> –enter 6317 in the ‘search box’ on the right hand side of the page.   |
| 6318 Level 3 and 4 Award and Certificate in Learning and Development    | City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> – enter 6318 in the ‘search box’ on the right hand side of the page.  |

### Evidence requirements

It is anticipated that candidates will provide evidence that they have met the criteria in a number of ways, and should include:

- Assignments to evidence the knowledge based assessment criteria (either from the Assessment Pack provided or centre devised assignments which have been approved by the centre’s Qualification Consultant)
- There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the optional unit 302 Understanding and using inclusive teaching and learning approaches in education and training. For this unit, trainee teachers/trainers must be involved in at least one hour of microteaching. Each trainee teacher/trainer 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/trainers can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers. Trainee teachers who are currently teaching may wish to use their practice to meet the requirements of this unit instead of microteaching.

Blended learning is permitted, provided the centre can evidence that all aspects of the programme have been carefully planned; that sufficient, appropriate resources are available to support the candidates, and their Qualification Consultant has approved the programme.

Distance learning is unlikely to provide opportunities for modelling of techniques and interaction with other candidates.

The learning outcome for unit 302 relates to the production of a session plan which should then be used for the micro-teaching in the same unit. Whilst the learning outcomes for units 303 and 304 do not include the production of a session plan, candidates who opt for either of these units should include a session plan in their evidence. They should also receive feedback about their plan.

## **Recording documents**

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although it is anticipated that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by their Qualification Consultant, before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website



## 4 Assessment

Candidates must supply sufficient evidence to meet the assessment criteria for each unit selected.

City & Guilds has provided the following resources – more information is available on the City & Guilds website:

- Examples of assignments and answer packs for units 301, 302, 305, 306

The example assignment answer guide is password protected – The password is available via the Walled Garden.

Centres may also develop their own assignments providing they enable the candidates to meet all assessment criteria. Any assignments developed by a centre must be presented to their Qualification Consultant for approval prior to delivery. Please refer to the assessment pack on the City & Guilds website for additional information.

| <b>Unit</b> | <b>Title</b>   | <b>Assessment method</b>   |
|-------------|--|--|
| 301         | Understanding roles, responsibilities and relationships in education and training            | Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.  |
| 302         | Understanding and using inclusive teaching and learning approaches in education and training | Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.<br>Observation of microteaching or actual teaching, whichever is appropriate |
| 303         | Facilitate learning and development for individuals  | Portfolio of evidence  |
| 304         | Facilitate learning and development in groups  | Portfolio of evidence  |
| 305         | Understanding assessment in education and training   | Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.  |

| <b>Unit</b> | <b>Title</b>   | <b>Assessment method</b>  |
|-------------|--|---|
| 306         | Understanding the principles and practices of assessment | Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out. |

### **Time constraints**

Candidates must be registered with City & Guilds within 12 weeks of commencing this qualification. They must finish their assessments within their period of registration and as close to the final delivery session as possible.

### **Assessment strategy**

When planning the programme, the selected units can be delivered as 'stand alone' units, or holistically across the qualification. However, if the units are delivered holistically, centres must assess each unit individually. This is to ensure that, should a candidate leave the programme prior to completing the full qualification, the centre will be able to certificate the units that have been completed.

All units selected must be assessed to ensure that all assessment criteria have been met individually by each candidate.

Candidates must build a portfolio of evidence which:

- enables each unit to be assessed independently
- enables centres to claim any completed individual units if a candidate withdraws from the programme before completing the whole qualification.
- evidences that candidates have taken part in one hour of microteaching (to include at least 15 minutes of observed delivery) or actual classroom teaching

Example assignments are provided for the following units:

Unit 301 Understanding roles, responsibilities and relationships in education and training

Unit 302 Understanding and using inclusive teaching and learning approaches in education and training

Unit 305 Understanding assessment in education and training

Unit 306 Understanding the principles and practices of assessment

### **Assignments**

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external quality assurance Please refer to the assessment pack for more details.



## Centre devised assignments

Centre devised assignments are allowed for this qualification; for details centres must refer to '*Developing assignments – guidance for centres*' and the associated assignment development forms which are available to download from **www.cityandguilds.com**.

Centre devised assignments must be approved by the Qualification Consultant before use. For each assignment, the *assignment sign off sheet* (AD3) must be completed and be made available to the QC for inspection.

Further details can be found in the 6502 Level 3 Award in Education and Training assessment pack.

## Portfolio of Evidence

Evidence of on-going assessment and internal quality assurance must be provided by the centre. Candidates will need to demonstrate, through the presentation of evidence, that they can meet the requirements of the units within the qualification assessed by portfolio of evidence. To do this they will need to organise their evidence into what is known as a portfolio. It is expected that candidates will provide a diversity of evidence types to support their demonstration of competence.

The assessor must make a judgement as to when candidates have met the standard required and then complete assessment records, based on their observations or other types of evidence presented by the candidate. If a unit is referred, the centre must provide appropriate feedback and support to enable the candidate to resubmit.

If a candidate has been referred and does not meet the assessment criteria in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate, or
- guide the candidate towards a more suitable qualification, or
- inform the candidate of the right to appeal, as outlined in section 2.4.

Centres must record any actions taken and/or any additional support given to the candidates. Centres must have a sound referrals policy in place. Assessment (including marking) and feedback should take place within two weeks of submission of the completed units. This allows for formative assessment and on-going internal quality assurance.

When marking candidates' work, tutors should use their professional judgment to ensure that all assessment criteria are met.

## Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is allowed for all units. This means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

If any prior achievement is carried forward into the Level 3 Award in Education and Training, the centre must retain evidence of the prior achievement for internal and external quality assurance purposes.

### **Level descriptors**

Level 3 descriptors should be applied to knowledge evidence by candidates, assessors and quality assurers. Level 3 can be identified by the candidate showing:

- knowledge of relevant principles and where appropriate theories that apply to the further education and training sector
- evidence of appropriate reading relating to principles, theories and practice
- consideration of how professional values impact on working in the further education and training sector
- evidence of a reflective approach



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

### Summary of units

| Unit | Title  | UAN        | Credits |
|------|--|------------|---------|
| 301  | Understanding roles, responsibilities and relationships in education and training            | H/505/0053 | 3       |
| 302  | Understanding and using inclusive teaching and learning approaches in education and training | D/505/0052 | 6       |
| 303  | Facilitate learning and development for individuals  | J/502/9549 | 6       |
| 304  | Facilitate learning and development in groups  | F/502/9548 | 6       |
| 305  | Understanding assessment in education and training   | R/505/0050 | 3       |
| 306  | Understanding the principles and practices of assessment                                     | D/601/5313 | 3       |

## Unit 301

# Understanding roles, responsibilities and relationships in education and training

|  |   |
|--|---|
| <b>UAN:</b>  | H/505/0053  |
| <b>Level:</b>                                      | 3   |
| <b>Credit value:</b>                               | 3   |
| <b>GLH:</b>  | 12  |
| <b>Assessment</b>                                  | This unit is assessed by assignment   |
| <b>Relationship to NOS:</b>                        | This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by Learning and Skills Improvement Service (LSIS)   |
| <b>Aim:</b>  | The purpose of the unit is to enable the candidate to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their learners. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand the teaching role and responsibilities in education and training   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 explain the teaching role and responsibilities in education and training<br>1.2 summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities<br>1.3 explain ways to promote equality and value diversity<br>1.4 explain why it is important to identify and meet individual learner needs. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Understand ways to maintain a safe and supportive learning environment  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 explain ways to maintain a safe and supportive learning environment<br>2.2 explain why it is important to promote appropriate behaviour and respect for others. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Understand the relationships between teachers and other professionals in education and training   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 explain how the teaching role involves working with other professionals<br>3.2 explain the boundaries between the teaching role and other professional roles<br>3.3 describe points of referral to meet the individual needs of learners. |

# **Unit 301                      Understanding roles, responsibilities and relationships in education and training**

## Supporting information

### **Guidance**

This unit is unit 001 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector and there is only minor change to this unit. It is a common to both the Level 3 Award in Education and Training and the Level 4 Certificate in Education and training, and any candidate who has obtained this unit in the Level 3 Award, will be exempt from repeating it if they decide to undertake the Level 4 Certificate in education.

This unit is about the roles and responsibilities of a teacher/trainer. To demonstrate their knowledge, candidates will consider how their roles and responsibilities as a teacher/trainer link to the teaching/training cycle. They will research generic legislation relating to education and training, and also any specific legislation linking to their skill area, or area of teaching. Equality and diversity feature strongly in this unit along with the importance of inclusivity and meeting learner needs. Working with other professionals is an important part of any teaching/training role, and learners will explore the meaning of professional boundaries and possible points of referral

## Unit 302

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

|  |   |
|--|---|
| <b>UAN:</b>  | D/505/0052  |
| <b>Level:</b>                                      | 3   |
| <b>Credit value:</b>                               | 6   |
| <b>GLH:</b>  | 24  |
| <b>Assessment</b>                                  | This unit is assessed by assignment   |
| <b>Relationship to NOS:</b>                        | This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by Learning and Skills Improvement Service (LSIS)   |
| <b>Aim:</b>  | The purpose of the unit is to enable the candidate 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 candidates, and planning, delivery and evaluation of inclusive teaching and learning. It requires candidates to deliver inclusive teaching and learning. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand inclusive teaching and learning approaches in education and training  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 describe features of inclusive teaching and learning<br>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<br>1.3 explain why it is important to provide opportunities for learners to develop their English, Mathematics, ICT and wider skills. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand ways to create an inclusive teaching and learning environment   |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 explain why it is important to create an inclusive teaching and learning environment<br>2.2 explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs<br>2.3 explain ways to engage and motivate learners<br>2.4 summarise ways to establish ground rules with learners. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to plan inclusive teaching and learning  |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 devise an inclusive teaching and learning plan<br>3.2 justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>4. Be able to deliver inclusive teaching and learning   |
| <b>Assessment criteria</b>   |
| The learner can:<br>4.1 use teaching and learning approaches, resources and assessment methods to meet individual learner needs<br>4.2 communicate with learners in ways that meet their individual needs<br>4.3 provide constructive feedback to learners to meet their individual needs. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>5. Be able to evaluate the delivery of inclusive teaching and learning   |
| <b>Assessment criteria</b>  |
| The learner can:<br>5.1 review the effectiveness of own delivery of inclusive teaching and learning<br>5.2 identify areas for improvement in own delivery of inclusive teaching and learning. |



# **Unit 302                    Understanding and using inclusive teaching and learning approaches in education and training**

## Supporting information

### **Guidance**

This unit is a merger of the unit 002 and 003 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector, and includes both planning and delivering a teaching/training session. Candidates can do this via a micro-teaching session or if they are in a teaching role they may wish to use their practice to meet the requirements instead of microteaching.

Plans must show SMART aims and learning outcomes and be realistic and deliverable.

The plans must be used for the delivery of the assessed micro-teach/teaching/training session, and it is recommended that the session should reflect an aspect of the candidate's skill specific area or area in which they are intending to teach.

Where candidates undertake microteaching to evidence their delivery of inclusive teaching and learning, they must be involved in at least one hour of microteaching. Each candidate must deliver at least one 15-minute microteaching session that is observed and assessed by a tutor/assessor. For the additional 45 minutes, candidates can deliver additional microteaching sessions, observe the microteaching sessions of other candidates .or provide alternative evidence that can be assessed by their tutor/assessor.

Although it is not a requirement, it is deemed good practice to provide peer feedback if observing peers deliver their micro-teach. Whilst this could be one way for candidates to provide evidence that they have been involved in one full hour of microteaching, it in no way contributes to the assessment evidence for their peers.

To ensure that candidates get invaluable learning experience from the micro-teaching session, City & Guilds recommends that candidates make a visual recording and use it to reflect on their delivery. This is an important step towards enabling candidates to become reflective practitioners.

Tutors should give constructive and developmental feedback to candidates after they have observed their delivery.

Candidates should be encouraged to consider their own thoughts about their delivery, the feedback from their peers, their tutor feedback and their justification prepared prior to delivering their session, in order to prepare their own evaluation of their micro-teach/teaching/training session.

## Unit 303

## Facilitate learning and development for individuals

|  |  |
|--|--|
| <b>UAN:</b>  | J/502/9549   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 6  |
| <b>GLH:</b>  | 25   |
| <b>Assessment</b>                                  | This unit is assessed by Portfolio of evidence   |
| <b>Relationship to NOS:</b>                        | Learning and Development National Occupational Standards: Standard 7: Facilitate individuals' learning and development.  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by Learning and Skills Improvement Service (LSIS)  |
| <b>Aim:</b>  | 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. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand principles and practices of one-to-one learning and development.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 explain purposes of one to one learning and development<br>1.2 explain factors to be considered when facilitating learning and development to meet individual needs<br>1.3 evaluate methods for facilitating learning and development to meet the needs of individuals<br>1.4 explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development<br>1.5 explain how to overcome individual barriers to learning<br>1.6 explain how to monitor individual learner progress<br>1.7 explain how to adapt delivery to meet individual learner needs. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able to facilitate one-to-one learning and development   |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 clarify facilitation methods with individuals to meet their learning and/or development objectives<br>2.2 implement activities to meet learning and/or development objectives<br>2.3 manage risks and safeguard learners participating in one-to-one learning and/or development. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to assist individual learners in applying new knowledge and skills in practical contexts   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 develop opportunities for individuals to apply their new knowledge and learning in practical contexts<br>3.2 explain benefits to individuals of applying new knowledge and skills. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>4. Be able to assist individual learners in reflecting on their learning and/or development  |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 explain benefits of self-evaluation to individuals<br>4.2 review individual responses to one-to-one learning and/or development<br>4.3 assist individual learners to identify their future learning and/or development needs. |

# Unit 303 Facilitate learning and development for individuals

## Supporting information

### Guidance

This unit has been imported from the Learning and Development suite of qualifications. Further information about this unit in the 6318 qualification can be found here <http://www.cityandguilds.com/Courses-and-Qualifications/learning/training-and-development/6318-learning-and-development>

There is a requirement to undertake observed and assessed practice in this unit. Practice should be in the appropriate context – with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for this unit.

The assessment strategy for the Learning and Development suite of units must be applied to this unit. Further information about the strategy can be found at Appendix 1. This may mean that different staff members are involved in the delivery, assessment and internal quality assurance of this unit.

The learning outcomes for unit 302 relate to the production of a teaching session plan which should then be used for the microteaching in the same unit. Whilst the learning outcomes for this unit, does not include the production of a session plan, candidates who opt for this unit must include a session plan in their evidence. Candidates must also receive feedback about the plan.

## Unit 304

## Facilitate learning and development in groups

|  |  |
|--|--|
| <b>UAN:</b>  | F/502/9548   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 6  |
| <b>GLH:</b>  | 25   |
| <b>Assessment</b>                                  | This unit is assessed by Portfolio of evidence   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by Learning and Skills Improvement Service (LSIS)  |
| <b>Aim:</b>  | <p>The aim of this unit is to assess 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.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand principles and practices of learning and development in groups   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 explain purposes of group learning and development<br>1.2 explain why delivery of learning and development must reflect group dynamics<br>1.3 evaluate methods for facilitating learning and development to meet the needs of groups<br>1.4 explain how to manage risks and safeguard individuals when facilitating learning and development in groups<br>1.5 explain how to overcome barriers to learning in groups<br>1.6 explain how to monitor individual learner progress within group learning and development activities<br>1.7 explain how to adapt delivery based on feedback from learners in groups. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able to facilitate learning and development in groups  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 clarify facilitation methods with group members to meet group and individual learning objectives<br>2.2 implement learning and development activities to meet learning objectives<br>2.3 manage risks to group and individual learning and development. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to assist groups to apply new knowledge and skills in practical contexts  |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 develop opportunities for individuals to apply new knowledge and skills in practical contexts<br>3.2 provide feedback to improve the application of learning. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>4. Be able to assist learners to reflect on their learning and development undertaken in groups   |
| <b>Assessment criteria</b>   |
| The learner can:<br>4.1 support self-evaluation by learners<br>4.2 review individual responses to learning and development in groups<br>4.3 assist learners to identify their future learning and development needs. |

# Unit 304 Facilitate learning and development in groups

## Supporting information

### Guidance

This unit has been imported from the Learning and Development suite of qualifications. Further information about this unit in the 6318 qualification can be found here <http://www.cityandguilds.com/Courses-and-Qualifications/learning/training-and-development/6318-learning-and-development>

There is a requirement to undertake observed and assessed practice in this unit. Practice should be in the appropriate context – 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 this unit.

The assessment strategy for the Learning and Development suite of units must be applied to this unit. Further information about the strategy can be found at Appendix 1. This may mean that different staff members are involved in the delivery, assessment and internal quality assurance of this unit.

The learning outcomes for unit 302 relate to the production of a teaching session plan which should then be used for the microteaching in the same unit. Whilst the learning outcomes for this unit, does not include the production of a session plan, candidates who opt for this unit must include a session plan in their evidence. Candidates must also receive feedback about the plan.

## Unit 305

## Understanding assessment in education and training

|  |  |
|--|--|
| <b>UAN:</b>  | R/505/0050   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 3  |
| <b>GLH:</b>  | 12   |
| <b>Assessment</b>                                  | This unit is assessed by assignment  |
| <b>Relationship to NOS:</b>                        | This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by Learning and Skills Improvement Service (LSIS)  |
| <b>Aim:</b>  | The purpose of the unit is to enable the candidate 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. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand types and methods of assessment used in education and training   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 explain the purposes of types of assessment used in education and training<br>1.2 describe characteristics of different methods of assessment in education and training<br>1.3 compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs<br>1.4 explain how different assessment methods can be adapted to meet individual learner needs. |



|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand how to involve learners and others in the assessment process  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 explain why it is important to involve learners and others in the assessment process<br>2.2 explain the role and use of peer and self assessment in the assessment process<br>2.3 identify sources of information that should be made available to learners and others involved in the assessment process. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Understand the role and use of constructive feedback in the assessment process  |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 Describe key features of constructive feedback<br>3.2 Explain how constructive feedback contributes to the assessment process<br>3.3 Explain ways to give constructive feedback to learners |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>4. Understand requirements for keeping records of assessment in education and training  |
| <b>Assessment criteria</b>   |
| The learner can:<br>4.1 explain the need to keep records of assessment of learning<br>4.2 summarise the requirements for keeping records of assessment in an organisation. |

# Unit 305                      Understanding assessment in education and training

## Supporting information

### Guidance

This unit is unit 007 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector. There are some changes to this unit. There is an additional learning outcome and assessment criteria relating to the assessment process and constructive feedback.

Although this is a unit about assessment, there is no requirement for candidates to make an assessment decision. Candidates should be encouraged to evidence their knowledge about assessment and skills relating to constructive feedback, gained within this unit, when giving feedback to their peers, having observed their microteaching sessions.

This unit does **not** offer exemption for any candidates undertaking the Assessor units from the Learning and Development suite (6317), and in particular the unit Understanding the principles and practices of assessment.

This is a knowledge unit, in which candidates are encouraged to consider how different types of assessment can be used, and different assessment methods selected and adapted to meet the assessment needs of individual learners. The difference between assessment type and assessment method will need to be emphasised. Candidates will also be introduced to constructive feedback, along with self and peer assessment.

## Unit 306

## Understanding the principles and practices of assessment

|  |  |
|--|--|
| <b>UAN:</b>  | D/601/5313   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 3  |
| <b>GLH:</b>  | 24   |
| <b>Assessment</b>                                  | This unit is assessed by assignment<br>This is a TAQA unit and has 3 methods of assessment   |
| <b>Relationship to NOS:</b>                        | Learning and Development National Occupational Standards: Standard 9: Assess learner achievement.  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by Learning and Skills Improvement Service (LSIS)  |
| <b>Aim:</b>  | 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.

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand the principles and requirements of assessment  |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 explain the function of assessment in learning and development<br>1.2 define the key concepts and principles of assessment<br>1.3 explain the responsibilities of the assessor<br>1.4 identify the regulations and requirements relevant to assessment in own area of practice. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand different types of assessment method  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Understand how to plan assessment   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 summarise key factors to consider when planning assessment<br>3.2 evaluate the benefits of using a holistic approach to assessment<br>3.3 explain how to plan a holistic approach to assessment<br>3.4 summarise the types of risks that may be involved in assessment in own area of responsibility<br>3.5 explain how to minimise risks through the planning process. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>4. Understand how to involve learners and others in assessment   |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 explain the importance of involving the learner and others in the assessment process<br>4.2 summarise types of information that should be made available to learners and others involved in the assessment process<br>4.3 explain how peer and self assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning<br>4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>5. Understand how to make assessment decisions  |
| <b>Assessment criteria</b>   |
| The learner can:<br>5.1 explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> 5.2 explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified area</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>6. Understand quality assurance of the assessment process  |
| <b>Assessment criteria</b>  |
| The learner can:<br>6.1 evaluate the importance of quality assurance in the assessment process<br>6.2 summarise quality assurance and standardisation procedures in own area of practice<br>6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>7. Understand how to manage information relating to assessment   |
| <b>Assessment criteria</b>  |
| The learner can:<br>7.1 explain the importance of following procedures for the management of information relating to assessment<br>7.2 explain how feedback and questioning contribute to the assessment process. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>8. Understand the legal and good practice requirements in relation to assessment  |
| <b>Assessment criteria</b>   |
| The learner can:<br>8.1 explain the legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare<br>8.2 explain the contribution that technology can make to the assessment process<br>8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment<br>8.4 explain the value of reflective practice and continuing professional development in the assessment process. |

# Unit 306                      Understanding the principles and practices of assessment

## Supporting information

### Guidance

This unit has been imported from the Learning and Development suite of qualifications. Further information about this unit in the 6317 qualification can be found here <http://www.cityandguilds.com/Courses-and-Qualifications/learning/training-and-development/6317-assessment-and-quality-assurance>

The assessment strategy for the Learning and Development suite of units must be applied to this unit. Further information about the strategy can be found at Appendix 1. This may mean that different staff members are involved in the delivery, assessment and internal quality assurance of this unit.

It is possible that candidates come to the Level 3 Award in Education and Training having already completed this unit with the Learning and Development Assessor Awards (Unit 301 in City & Guilds 6317). Providing this is evidenced by way of a transcript, there is no requirement to repeat the unit in this qualification.

If candidates undertake this unit in the Level 3 Award in Education and Training, they may be exempt from repeating the unit if they choose to undertake an Assessor qualification concurrently or in the future.

Although this is a unit about assessment, there is no requirement for candidates to make an assessment decision, although candidates should be encouraged to evidence their knowledge about assessment and skills relating to constructive feedback, gained within this unit, when giving feedback to their peers, having observed their microteaching sessions.

This is a knowledge only unit in which candidates will gain extensive knowledge about assessment processes and all related activities.



# Appendix 1 Requirements for delivering and assessing Learning and Development units

## 1 Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

## 2 Requirements for assessors

All those who assess these qualifications must:

- 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.

### **3 Requirements for internal quality assurance**

All those who are involved with the quality assurance of these qualifications 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:
  - Level3 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
  - D3 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.



## Appendix 2 Relationships to other qualifications

### Mapping to the Level 3 Award in Education and Training

Mapping is provided as guidance and suggests areas of commonality between previous qualifications. (See the mapping table on the following page.)

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

### Literacy and language skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw) (8375/9300)
- English for literacy and language teaching (6255-01)
- Mathematics for Numeracy Teaching (6255-02)

**MAPPING FOR LEVEL 3 AWARD IN EDUCATION AND TRAINING (6502) TO OTHER QUALIFICATIONS**

| Legacy Qualifications                  | LEVEL 3 AWARD IN EDUCATION AND TRAINING   |   |  |  |  |   |
|--|---|---|--|--|--|---|
|  | UNIT 301<br><i>Understanding roles, responsibilities and relationships in education and training</i><br><b>Mandatory Unit</b> | UNIT 302<br><i>Understanding and using inclusive teaching and learning approaches in education and training</i><br><b>Optional Unit</b> | UNIT306<br><i>Understanding the principles and practices of assessment</i><br><b>Optional Unit</b> | UNIT 305<br>Understanding assessment in education and training<br><b>Optional Unit</b> | Optional Unit 304<br><i>Facilitate learning and development in groups</i><br><b>(Groups)</b> | Optional Unit 303<br><i>Facilitate learning and development for individuals</i><br><b>(Individuals)</b> |
|  | Education and Training Unit   | Education and Training Unit   | Learning and Development Unit  | Education and Training Unit  | Learning and Development Unit  | Learning and Development Unit   |
| PTLLS 7303 L3<br>PTLLS 7303 L4         | Full  | Full  | None   | Full   | None   | None  |
| 6317 TAQA                              | None  | None  | Unit 301   | None   | None   | None  |
| 6318 L&D L3                            | None  | None  | None   | None   | Unit 008   | Unit 009  |
| 7304 CTLLS<br>7305 DTLLS               | PTLLS Unit 1<br>Levels 3 and 4  | PTLLS Unit 1<br>Levels 3 and 4  | None   | PTLLS Unit 1<br>Levels 3 and 4   | None   | None  |
| PTLLS 6302 L3<br>PTLLS 6302 L4         | Unit 001<br>Unit 008  | Units 002 and 003<br>Units 009 and 010  | Unit 006   | Unit 007<br>Unit 012   | Unit 004   | Unit 005  |
| 6304 CTLLS L3 & 4<br>6305 DTLLS L3 & 4 | Units 301 and 401   | Units 303 and 304<br>Units 403 and 404  | Unit 308   | Units 307 and 407  | Units 306 and 429  | Unit 305  |



## Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

|   |  |
|---|--|
| <b>UK learners</b><br><b>General qualification information</b>  | <b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b> |
| <b>International learners</b><br>General qualification information  | <b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>                   |
| <b>Centres</b><br>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results  | <b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>   |
| <b>Single subject qualifications</b><br>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | <b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b> |
| <b>International awards</b><br>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports   | <b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>                 |
| <b>Walled Garden</b><br>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems  | <b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>     |
| <b>Employer</b><br>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy  | <b>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></b>             |
| <b>Publications</b><br>Logbooks, Centre documents, Forms, Free literature   |  |

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

## Copyright

The content of this document is, unless otherwise indicated, © The City & Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City & Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

## City & Guilds

1 Giltspur Street

London EC1A 9DD

[www.cityandguilds.com](http://www.cityandguilds.com)