



# Qualification specification

**NCFE Level 3 Award in Education and Training  
QN: 601/1620/1**

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v3.2	June 2022	Information about the <a href="#">support handbook</a> updated in section 1.  Information regarding <a href="#">registration and entry requirements</a> and the language of <a href="#">assessment evidence</a> added to section 1.  Specific version of The Minimum Core guidance document has been removed to ensure centres use the most up-to-date version.
v3.3	June 2023	Information regarding <a href="#">UCAS</a> added to Section 1 About this qualification.
v3.4	November 2023	The latest version of <a href="#">The Minimum Core guidance</a> (September 2022) has been added to resource requirements in Section 4.

# Section 1

## About this qualification

## Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

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## Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE Level 3 Award in Education and Training
<b>Qualification number (QN)</b>	601/1620/1
<b>Aim reference</b>	60116201
<b>Total qualification time (TQT)</b>	120
<b>Guided learning hours (GLH)</b>	48
<b>Credit value</b>	12
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Minimum age</b>	19
<b>Qualification purpose</b>	<p>This qualification is designed to prepare learners for employment and support them to progress to a teaching role within the workplace.</p> <p>It has been developed for those intending to work in the post-16 education and training sector.</p>
<b>Aims and objectives</b>	<p>This qualification aims to meet the needs of a range of trainee teachers, such as:</p> <ul style="list-style-type: none"> <li>• individuals not currently in a teaching or training role – achievement of the qualification does not require practice other than microteaching unless units from the learning and development suite of qualifications are selected</li> <li>• individuals currently teaching and training (including those who have just begun teaching and training) – although the qualification does not require practice other than microteaching (unless units from the learning and development suite of qualifications are selected), opportunities may be made available to observe and provide feedback on a trainee teacher's practice</li> <li>• individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching</li> </ul> <p>The objective of this qualification is to:</p>

<b>Qualification summary</b>	
	<ul style="list-style-type: none"> <li>prepare learners for employment and support them to progress to a teaching role within the workplace</li> </ul>
<b>Work/industry placement experience</b>	<p>The Level 3 Award in Education and Training is an introductory teaching qualification. Depending upon the optional units chosen, a learner will either need to take part in microteaching (Unit 02) or teaching practice in the work environment (Unit 03 and Unit 04). Therefore, it may be undertaken by individuals who are not in a teaching role if the microteaching option is taken.</p>
<b>Real work environment (RWE) requirement/ recommendation</b>	<p>There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the learning and development suite that are included in this qualification:</p> <ul style="list-style-type: none"> <li>Unit 03 Facilitate learning and development for individuals</li> <li>Unit 04 Facilitate learning and development in groups</li> </ul> <p>For these units, practice should be in the appropriate context with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.</p>

<b>Qualification summary</b>	
<b>Rules of combination</b>	<p>To be awarded this qualification, learners are required to successfully achieve a minimum of <b>12 credits</b>:</p> <ul style="list-style-type: none"> <li>• 3 credits from the mandatory unit in group A</li> <li>• 6 credits from group B</li> <li>• 3 credits from group C</li> </ul>
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Additional assessment requirements</b>	This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training.
<b>Staffing requirements</b>	<p>The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.</p> <p>Centres must provide sufficient numbers of suitably experienced assessors and internal quality assurers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.</p> <p>All those delivering units and/or observing and assessing practice for the Level 3 Award in Education and Training should have all of the following:</p> <ul style="list-style-type: none"> <li>• a teaching or training qualification (this does not include qualifications that only provide an introduction to teaching, for example, Level 3 Award in Education and Training, Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) Awards, however we may accept individuals who do not meet this criterion if they have evidence of substantial</li> </ul>



<b>Qualification summary</b>	
	<p>and successful teaching experience in education and training)</p> <ul style="list-style-type: none"> <li>• evidence of relevant teaching experience in an education or training context</li> <li>• access to appropriate guidance and support</li> <li>• ongoing participation in related programme quality assurance processes</li> </ul> <p>All those who assess this qualification must:</p> <ul style="list-style-type: none"> <li>• already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of 2 assessors)</li> <li>• have up-to-date working knowledge and experience of best practice in assessment and quality assurance</li> <li>• hold one of the following qualifications or their recognised equivalent: <ul style="list-style-type: none"> <li>○ Level 3 Award in Assessing Competence in the Work Environment</li> <li>○ Level 3 Certificate in Assessing Vocational Achievement</li> <li>○ A1 Assess candidate performance using a range of methods</li> <li>○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence</li> </ul> </li> <li>• show current evidence of continuing professional development in assessment and quality assurance</li> </ul> <p>All those who are involved with the quality assurance of this qualification internally must:</p> <ul style="list-style-type: none"> <li>• have up-to-date working knowledge and experience of best practice in assessment and quality assurance</li> <li>• hold one of the following assessor qualifications or their recognised equivalent: <ul style="list-style-type: none"> <li>○ Level 3 Award in Assessing Competence in the Work Environment</li> </ul> </li> </ul>

<b>Qualification summary</b>	
	<ul style="list-style-type: none"> <li>○ Level 3 Certificate in Assessing Vocational Achievement</li> <li>○ A1 Assess candidate performance using a range of methods</li> <li>○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence</li> <li>● hold one of the following internal quality assurance qualifications or their recognised equivalent: <ul style="list-style-type: none"> <li>○ Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice</li> <li>○ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice</li> <li>○ V1 Conduct internal quality assurance of the assessment process</li> <li>○ D34 Internally verify the assessment process</li> </ul> </li> <li>● show current evidence of continuing professional development in assessment and quality assurance</li> </ul> <p>Please contact our quality assurance team should you want to clarify a member of staff's suitability.</p>

<b>Qualification summary</b>	
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Award in Assessing Vocationally Related Achievement</li> <li>• Level 3 Certificate in Assessing Vocational Achievement</li> <li>• Level 3 Award in Assessing Competence in the Work Environment</li> <li>• Level 4 Certificate in Education and Training</li> <li>• Level 4 Certificate for the Advanced Practitioner in Schools and Colleges</li> <li>• Level 4 Award for Technology Enabled Educators</li> <li>• Level 5 Diploma in Education and Training</li> </ul> <p>Learners may also progress into employment as a tutor within:</p> <ul style="list-style-type: none"> <li>• further education colleges</li> <li>• adult and community education providers</li> <li>• offender education</li> <li>• work based learning providers</li> <li>• the third/voluntary sector</li> <li>• independent training organisations</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/1620/1.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

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

There are no other nationally agreed entry requirements.

Entry is at the discretion of the centre. However, learners should be aged 19 or over to undertake the qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that the qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

## Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector.

There is no requirement in relation to the minimum core in this qualification. However, there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT.

Providers may wish to base this initial assessment on the personal skills requirements for literacy, language, numeracy and ICT identified in the document: The Minimum Core for teacher training qualifications for the Further Education and Skills sector. Please ensure you are using the most up-to-date version of this guidance.

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### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve a minimum of **12 credits**:

- **3 credits** from the mandatory unit in **group A**
- **6 credits** from **group B**
- **3 credits** from **group C**

Please refer to the list of units below or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

### Practice requirements

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

- Unit 02 Understanding and using inclusive teaching and learning approaches in education and training

For this unit, trainee teachers must be involved in at least 1 hour of microteaching. Each trainee teacher must deliver at least one 15 minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, trainee teachers can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Trainee teachers who are currently teaching may prefer to use their practice instead of microteaching to meet the requirements of this unit.

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the learning and development suite that are included in this qualification:

- Unit 03 Facilitate learning and development for individuals
- Unit 04 Facilitate learning and development in groups


For these units, practice should be in the appropriate context with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

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## Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Group A mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
 Unit 01	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3	12	

### Group B optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 02	D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	3	6	24	
Unit 03	J/502/9549	Facilitate learning and development for individuals	3	6	25	
Unit 04	F/502/9548	Facilitate learning and development in groups	3	6	25	

**Group C optional units**

	<b>Unit number</b>	<b>Regulated unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Notes</b>
☆	Unit 05	R/505/0050	Understanding assessment in education and training	3	3	12	
☆	Unit 06	D/601/5313	Understanding the principles and practices of assessment	3	3	24	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

### **Progression to higher-level studies**

This qualification aims to provide learners with a number of progression options, including higher level studies at university or further education (FE) colleges. The skills required to progress to higher academic studies are different from those required at levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements

Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the NCFE website.

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### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as per usual)

This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training.

The Level 3 Award in Education and Training is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

The main pieces of evidence for the portfolio could include:

- assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- recognition of prior learning (RPL)

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre must choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website

Please refer to the Education and Training Foundation's guidance for qualifications in education and training for further information. This can be found on the qualifications page on the NCFE website.

## Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

# Section 2

## Unit content and assessment guidance

### **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our quality assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

For further information or guidance about this qualification, please contact our customer support team.

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## Unit 01 Understanding roles, responsibilities and relationships in education and training (H/505/0053)



<b>Unit summary</b>	The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training, and the relationship between different professionals in education and training.
<b>Credit value</b>	3
<b>Guided learning hours</b>	12
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

### Learning outcome 1

#### The learner will:

- 1 Understand the teaching role and responsibilities in education and training

#### The learner can:

- 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

### Learning outcome 2

#### The learner will:

- 2 Understand ways to maintain a safe and supportive learning environment

#### The learner can:

- 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

### Learning outcome 3

#### The learner will:

- 3 Understand the relationships between teachers and other professionals in education and training

#### The learner can:

- 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 01 Understanding roles, responsibilities and relationships in education and training (H/5050/0053) (cont'd)****Assessment guidance****Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

## Unit 02 Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)

<b>Unit summary</b>	The purpose of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of their learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.
<b>Credit value</b>	6
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

#### The learner will:

- 1 Understand inclusive teaching and learning approaches in education and training

#### The learner can:

- 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

### Learning outcome 2

#### The learner will:

- 2 Understand ways to create an inclusive teaching and learning environment

#### The learner can:

- 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

**Unit 02 Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052) (cont'd)**

**Learning outcome 3**

**The learner will:**

- 3** Be able to plan inclusive teaching and learning

**The learner can:**

- 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

**Learning outcome 4**

**The learner will:**

- 4** Be able to deliver inclusive teaching and learning

**The learner can:**

- 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

**Learning outcome 5**

**The learner will:**

- 5** Be able to evaluate the delivery of inclusive teaching and learning

**The learner can:**

- 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 02 Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052) (cont'd)****Assessment guidance****Delivery and assessment**

There is a microteaching requirement for this unit. Trainee teachers must be involved in at least 1 hour of microteaching. Each trainee teacher must deliver at least one 15 minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Trainee teachers who are currently teaching can use their practice instead of microteaching to meet the requirements of this unit.

For the knowledge and understanding learning outcomes, a range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 03 Facilitate learning and development for individuals (J/502/9549)**

<b>Unit summary</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>Credit value</b>	6
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand principles and practices of one to one learning and development

**The learner can:**

- 1.1 Explain purposes of one to one learning and development
- 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs
- 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals
- 1.4 Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development
- 1.5 Explain how to overcome individual barriers to learning
- 1.6 Explain how to monitor individual learner progress
- 1.7 Explain how to adapt delivery to meet individual learner needs

**Learning outcome 2****The learner will:**

- 2 Be able to facilitate one to one learning and development

**The learner can:**

- 2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives
- 2.2 Implement activities to meet learning and/or development objectives
- 2.3 Manage risks and safeguard learners participating in one to one learning and/or development

**Unit 03 Facilitate learning and development for individuals (J/502/9549) (cont'd)****Learning outcome 3****The learner will:**

- 3** Be able to assist individual learners in applying new knowledge and skills in practical contexts

**The learner can:**

- 3.1** Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
- 3.2** Explain benefits to individuals of applying new knowledge and skills

**Learning outcome 4****The learner will:**

- 4** Be able to assist individual learners in reflecting on their learning and/or development

**The learner can:**

- 4.1** Explain benefits of self-evaluation to individuals
- 4.2** Review individual responses to one to one learning and/or development
- 4.3** Assist individual learners to identify their future learning and/or development needs

**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes. Practice must be with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified but must be sufficient to demonstrate that the learner has met the requirements of the learning outcomes.

A range of assessment evidence can be used for learning outcome 1 as long as all assessment criteria are covered, and the evidence generated can be internally and externally quality assured.

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 04 Facilitate learning and development in groups (F/502/9548)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods (for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning). 'Practitioner' means anyone with a learning development responsibility as part of their role.
<b>Credit value</b>	6
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand principles and practices of learning and development in groups

**The learner can:**

- 1.1 Explain the purposes of group learning and development
- 1.2 Explain why delivery of learning and development must reflect group dynamics
- 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups
- 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
- 1.5 Explain how to overcome barriers to learning in groups
- 1.6 Explain how to monitor individual learner progress within group learning and development activities
- 1.7 Explain how to adapt delivery based on feedback from learners in groups

**Learning outcome 2****The learner will:**

- 2 Be able to facilitate learning and development in groups

**The learner can:**

- 2.1 Clarify facilitation methods with group members to meet group and individual learning objectives
- 2.2 Implement learning and development activities to meet learning objectives
- 2.3 Manage risks to group and individual learning and development

**Unit 04 Facilitate learning and development in groups (F/502/9548) (cont'd)****Learning outcome 3****The learner will:**

- 3** Be able to assist groups to apply new knowledge and skills in practical contexts

**The learner can:**

- 3.1** Develop opportunities for individuals to apply new knowledge and skills in practical contexts  
**3.2** Provide feedback to improve the application of learning

**Learning outcome 4****The learner will:**

- 4** Be able to assist learners to reflect on their learning and development undertaken in groups

**The learner can:**

- 4.1** Support self-evaluation by learners  
**4.2** Review individual responses to learning and development in groups  
**4.3** Assist learners to identify their future learning and development needs

**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes. Practice must be with groups of learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified but must be sufficient to demonstrate that the learner has met the requirements of the learning outcomes.

A range of assessment evidence can be used for learning outcome 1 as long as all assessment criteria are covered, and the evidence generated can be internally and externally quality assured.

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 05 Understanding assessment in education and training (R/505/0050)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.
<b>Credit value</b>	3
<b>Guided learning hours</b>	12
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand types and methods of assessment used in education and training

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Understand how to involve learners and others in the assessment process

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Understand the role and use of constructive feedback in the assessment process

**The learner can:**

- 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

**Unit 05 Understanding assessment in education and training (R/505/0050)****Learning outcome 4****The learner will:**

- 4 Understand requirements for keeping records of assessment in education and training

**The learner can:**

- 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 guidance****Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 06 Understanding the principles and practices of assessment (D/601/5313)**

<b>Unit summary</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>Credit value</b>	3
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand the principles and requirements of assessment

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Understand different types of assessment method

**The learner can:**

- 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

**Learning outcome 3****The learner will:**

- 3 Understand how to plan assessment

**The learner can:**

- 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



**Unit 06 Understanding the principles and practices of assessment (D/601/5313) (cont'd)****Learning outcome 4****The learner will:**

- 4 Understand how to involve learners and others in assessment

**The learner can:**

- 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 peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning  
4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

**Learning outcome 5****The learner will:**

- 5 Understand how to make assessment decisions

**The learner can:**

- 5.1 Explain how to judge whether evidence is:
- sufficient
  - authentic
  - current
- 5.2 Explain how to ensure that assessment decisions are:
- made against specified criteria
  - valid
  - reliable
  - fair

**Learning outcome 6****The learner will:**

- 6 Understand quality assurance of the assessment process

**The learner can:**

- 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

**Unit 06 Understanding the principles and practices of assessment (D/601/5313) (cont'd)****Learning outcome 7****The learner will:**

- 7 Understand how to manage information relating to assessment

**The learner can:**

- 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

**Learning outcome 8****The learner will:**

- 8 Understand the legal and good practice requirements in relation to assessment

**The learner can:**

- 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

**Assessment guidance****Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

### **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Please see staffing requirements in section 1 for more details.

This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training.

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# Section 3

## Explanation of terms

## Explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between 2 or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between 2 or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

# Section 4

## Additional information

## **Additional information**

### **Resource requirements**

It is expected that resources needed to support delivery and assessment are of industry standard.

NCFE expects learners to have access to appropriate IT and research facilities, including relevant trade publications and educational journals.

Centres will also need to have appropriately resourced teaching rooms and facilities.

The following document is essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- qualification guidance – qualifications in education and training (The Education & Training Foundation, November 2016)
- The Minimum Core for teacher training qualifications for the Further Education and Skills sector (The Education & Training Foundation, September 2022)

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## **Support for learners**

### **Learner's evidence tracking log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL, you can devise your own evidence tracking document instead.

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## Support for centres

### Qualification factsheet

This document outlines the key information of this qualification for the centre, learner and employer.

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Education and Training Foundation (ETF): [www.et-foundation.co.uk/](http://www.et-foundation.co.uk/)
- Ofsted: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)
- National Literacy Trust: [literacytrust.org.uk/information/what-is-literacy/](http://literacytrust.org.uk/information/what-is-literacy/)
- Equality and Human Rights Commission: [www.equalityhumanrights.com/en](http://www.equalityhumanrights.com/en)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources please see the additional and teaching materials sections on the qualification page on the NCFE website.

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## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the NCFE website for more information and to see what is available for this qualification.

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## Contact us

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*\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.*