



ProQual Level 3 Award in Education and Training

Qualification Specification

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Introduction

The ProQual Level 3 Award in Education and Training qualification provides a nationally recognised qualification for those working in a teaching or training role, developing their understanding of their role and responsibilities, as well as teaching and learning approaches to meet the needs of all learners.

The awarding body for this qualification is ProQual Awarding Body (www.proqualab.com) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

Qualification Profile

| | |
|-----------------------------|---|
| Qualification title | ProQual Level 3 Award in Education and Training |
| Ofqual qualification number | 610/4093/9 |
| Level | 3 |
| Total qualification time | 120 |
| Guided learning hours | 48 - 61 |
| Assessment | Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers |
| Qualification start date | 22/04/2024 |
| Qualification end date | |

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

To achieve the qualification candidates must complete one mandatory unit. Candidates must then complete **one** unit from optional group A and **one** unit from optional group B.

| Mandatory Unit | | | |
|--|--|------------|-----|
| Unit Reference Number | Unit Title | Unit Level | GLH |
| T/651/1228 | Understanding Roles, Responsibilities and Relationships in Education and Training | 3 | 12 |
| Optional Group A – Candidates must complete ONE unit in this group | | | |
| Y/651/1229 | Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training | 3 | 25 |
| F/651/1230 | Facilitate Learning and Development for Individuals | 3 | 25 |
| H/651/1231 | Facilitate Learning and Development in Groups | 3 | 24 |
| Optional Group B – Candidates must complete ONE unit in this group | | | |
| J/651/1232 | Understanding Assessment in Education and Training | 3 | 12 |
| K/651/1233 | Understanding the Principles and Practices of Assessment | 3 | 24 |

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

Assessors/Internal Quality Assurance

Assessors for each unit must have verifiable, current teaching experience in an education or training context and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications, such as:

- ProQual Level 3 Certificate in Teaching, Training and Assessment
- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- Provide information on where ProQual's policies and procedures can be viewed;
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

This qualification must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 8.

Additional information for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

ProQual Level 3 Award in Education and Training

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Title:

Understanding Roles, Responsibilities and Relationships in Education and Training

Unit Number:

T/651/1228

Learning Outcomes

The learner will be able to:

- 1 Understand the teaching role and responsibilities in education and training.
- 2 Understand ways to maintain a safe and supportive learning environment.
- 3 Understand the relationships between teachers and other professionals in education and training.

Assessment Criteria

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.
- 2.1 Explain ways to maintain a safe and supportive learning environment.
- 2.2 Explain why it is important to promote appropriate behaviour and respect for others.
- 3.1 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.

Title:

Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Unit Number:

Y/651/1229

Learning outcomes

Assessment criteria

The learner will be able to:

The learner can:

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|---|--|-----|---|
| 1 | Understand inclusive teaching and learning approaches in education and training. | 1.1 | Describe features of inclusive teaching and learning. |
| | | 1.2 | Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs. |
| | | 1.3 | Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills. |
| 2 | Understand ways to create an inclusive teaching and learning environment. | 2.1 | Explain why it is important to create an inclusive teaching and learning environment. |
| | | 2.2 | Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. |
| | | 2.3 | Explain ways to engage and motivate learners. |
| | | 2.4 | Summarise ways to establish ground rules with learners. |
| 3 | Plan inclusive teaching and learning. | 3.1 | Devise an inclusive teaching and learning plan. |
| | | 3.2 | Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs. |
| 4 | Be able to deliver inclusive teaching and learning. | 4.1 | Use teaching and learning approaches, resources and assessment methods to meet individual learner needs. |
| | | 4.2 | Communicate with learners in ways that meet their individual needs. |
| | | 4.3 | Provide constructive feedback to learners to meet their individual needs. |
| 5 | Evaluate the delivery of inclusive teaching and learning. | 5.1 | Review the effectiveness of own delivery of teaching and learning. |
| | | 5.2 | Identify areas for improvement in own delivery of inclusive teaching and learning. |

Title: Facilitate Learning and Development for Individuals

Unit Number: F/651/1230

Learning outcomes

Assessment criteria

The learner will be able to:

The learner can:

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|---|--|-----|---|
| 1 | Understand principles and practices of one to one learning and development. | 1.1 | Explain the purposes of one to one learning and development. |
| | | 1.2 | Explain factors that need 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. |
| 2 | Facilitate one to one learning and development. | 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. |
| 3 | Assist individual learners in applying new knowledge and skills in practical contexts. | 3.1 | Develop opportunities for individuals to apply their new knowledge and learning in practical contexts. |
| | | 3.2 | Explain the benefits to individuals of applying new knowledge and skills. |
| 4 | Assist individual learners in reflecting on their learning and/or development. | 4.1 | Explain the 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. |

Title: Facilitate Learning and Development in Groups

Unit Number: H/651/1231

Learning outcomes

Assessment criteria

The learner will be able to:

The learner can:

| | | | |
|---|---|-----|--|
| 1 | Understand principles and practices of learning and development in groups. | 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. |
| 2 | Facilitate learning and development in groups. | 2.1 | Clarify facilitation methods with group members to meet group and individual learning and/or development objectives. |
| | | 2.2 | Implement learning and development activities to meet learning objectives. |
| | | 2.3 | Manage risks to group and individual learning and development. |
| 3 | Assist groups to apply new knowledge and skills in practical contexts. | 3.1 | Develop opportunities for individuals to apply their new knowledge and learning in practical contexts. |
| | | 3.2 | Provide feedback to improve the application of learning. |
| 4 | Assist learners in reflecting on their learning and/or development in groups. | 4.1 | Support self-evaluation by learners. |
| | | 4.2 | Review individual responses to one to one learning and development in groups. |
| | | 4.3 | Assist individual learners to identify their future learning and/or development needs. |

Title: Understanding Assessment in Education and Training

Unit Number: J/651/1232

Learning outcomes

Assessment criteria

The learner will be able to:

The learner can:

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|---|--|-----|--|
| 1 | Understand types of methods of assessment used in education and training. | 1.1 | Explain the purposes of types of assessment used in education and training. |
| | | 1.2 | Describe the characteristics of different methods of assessment in education and training. |
| | | 1.3 | Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs. |
| | | 1.4 | Explain how different assessment methods can be adapted to meet individual learner needs. |
| 2 | Understand how to involve learners and others in the assessment process. | 2.1 | Explain why it is important to involve learners and others in the assessment process. |
| | | 2.2 | Explain the role and use of peer and self-assessment in the assessment process. |
| | | 2.3 | Identify sources of information that should be made available to learners and others involved in the assessment process. |
| 3 | Understand the role and use of constructive feedback in the assessment process. | 3.1 | Describe key features of assessment feedback. |
| | | 3.2 | Explain how constructive feedback contributes to the assessment process. |
| | | 3.3 | Explain ways to give constructive feedback to learners. |
| 4 | Understand requirements for keeping records of assessment in education and training. | 4.1 | Explain the need to keep records of assessment of learning. |
| | | 4.2 | Summarise the requirements for keeping records of assessment in an organisation. |

Title: Understanding the Principles and Practices of Assessment

Unit Number: K/651/1233

Learning outcomes

Assessment criteria

The learner will be able to:

The learner can:

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

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|---|--|-----|--|
| 5 | Understand how to make assessment decisions. | 5.1 | Explain how to judge whether evidence is: <ul style="list-style-type: none"> • Sufficient • Authentic • Current |
| | | 5.2 | Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • Made against specified criteria. • Valid • Reliable • Fair |
| 6 | Understand quality assurance of the assessment process. | 6.1 | Evaluate the importance of quality assurance in the assessment process. |
| | | 6.2 | Summarise quality assurance and standardisation procedures in own area of practice. |
| | | 6.3 | Summarise the procedures to follow when there are disputes concerning assessment in own area of practice. |
| 7 | Understand how to manage information relating to assessment. | 7.1 | Explain the importance of following procedures for the management of information relating to assessment. |
| | | 7.2 | Explain how feedback and questioning contribute to the assessment process. |
| 8 | Understand the legal and good practice requirements in relation to assessment. | 8.1 | Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare. |
| | | 8.2 | Explain the contribution that technology can make to the assessment process. |
| | | 8.3 | Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment. |
| | | 8.4 | Explain the value of reflective practice and continuing professional development in the assessment process. |



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