



## TQUK Level 3 Award in Education and Training (RQF)

Qualification Specification

Qualification Number: 601/1831/3





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 3 Award in Education and Training (RQF) is an introductory, knowledge based teaching qualification which can be undertaken by individuals who are not yet in a teaching role (pre-service), or are currently teaching (in-service). However, there is a minimum requirement to take part in microteaching. Microteaching is an activity where trainee teachers prepare and deliver a short teaching and learning session to their peers and then evaluate their practice.

The qualification is suitable for individuals who:

- are not yet in a teaching role (pre-service)
- are in a teaching role, or who have just started a teaching role (in-service)
- want a short qualification
- have the potential to study at this level, which has the same level of demand as that of study for A-levels
- want a qualification without a minimum teaching practice requirement
- may have already achieved some Learning and Development units that can be brought forward into this teaching qualification (known as QCF equivalents).

The TQUK Level 3 Award in Education and Training (RQF) is regulated by Ofqual.

The qualification was supported by the Learning and Skills Improvement Service (LSIS) prior to its closure (in July 2013).

## Qualification Purpose

The TQUK Level 3 Award in Education and Training (RQF) is an introductory teaching qualification, which prepares learners for teaching or training in a wide range of contexts. It does not develop competence, as learners are not required to be in a teaching position. The qualification is suitable for individuals who wish to teach in the Further Education and Skills Sector and forms a foundation for those with little or no previous experience of teaching or training.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed in the trainee teacher's place of work. More detail can be found in the 'structure of the qualification' section.

## Entry Requirements

The qualification is suitable for learners of 19 years of age and above

There are no specific entry requirements and learners do not need to have teaching practice hours to achieve the qualification.

There may be a requirement, by a learner's employer for them to hold a current CRB Certificate if they currently or intend to work with learners who are covered by the CRB regulations. It is the learner's responsibility to seek advice from their employer regarding this, along with attending any necessary Safeguarding information events.

Centres are responsible for ensuring the qualification is appropriate for the age and ability of the learners.

## Progression

Successful learners can progress to other teaching, training, assessment and internal quality assurance qualifications such as:

- TQUK Level 4 Certificate in Education and Training
- TQUK Level 5 Diploma in Education and Training
- TQUK Level 3 Award in Understanding the Principles and Practices of Assessment
- TQUK Level 3 Award in Assessing Competence in the Work Environment
- TQUK Level 3 Award in Assessing Vocationally Related Achievement
- TQUK Level 3 Certificate in Assessing Vocational Achievement
- TQUK Level 4 Award in Understanding the Internal Quality Assurance Of Assessment Processes and Practice
- TQUK Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in Learning and Development
- Level 4 Diploma in Learning and Development

## Structure

Learners must achieve a minimum of 12 credits from three mandatory unit groups.

Group A is mandatory; Groups B and C contain optional units, some of which are taken from the Learning and Development qualification.

Group A - 3 credits

Group B – a minimum of 6 credits

Group C – a minimum of 3 credits

	Units	Unit no.	Level	Guided Learning Hours	Credit value
	Group A				
1	Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	12	3
	Group B (6 credits from this group)				
2	Understanding and using inclusive learning and teaching approaches in education and training	D/505/0052	3	24	6
3	Facilitate learning and development for individuals (Learning and Development unit)	J/502/9549	3	25	6
4	Facilitate learning and development in groups (Learning and Development unit)	F/502/9548	3	25	6
	Group C (3 credits from this group)				
5	Understanding assessment in education and training	R/505/0050	3	12	3
6	Understanding the principles and practices of assessment (Learning and Development unit)	D/601/5313	3	24	3

## Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 120 hours.

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 48.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Sample assessment tasks and assignments for the three core units are available, which are cross referenced to the assessment criteria. Sample answers are also provided.

If centres prefer to devise and use their own assessment activities, these must be agreed in advance with TQUK to ensure they meet the qualification requirements. Guidance on word counts is not provided, however, centres can impose these if they wish, learners should be encouraged to be specific and concise when answering all questions. Learners can answer in any tense they prefer.

The sample answers are to aid the assessor's interpretation of the qualification requirements. They are not to be given to learners and are a guide only. Assessors should use their professional judgement when marking learner answers, as other responses could be acceptable providing they meet the assessment criteria.

The questions in the assignments are the same as in the assessment tasks (but in a different order); therefore, assessors could also use the assessment task sample answers.

Assignments are not provided for the Learning and Development units.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

## The microteach session and teaching practice

Learners must be involved in at least one hour of microteaching. Each learner must deliver at least one 15-minute microteaching session, which is observed and assessed by a member of the centre staff team.

For the additional 45 minutes, learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

Learners can deliver a one-to-one training session, providing they meet the requirements of the qualification.

There is no requirement for learners to use an icebreaker, agree ground rules, or embed English, maths and ICT during their micro teach session.

Teaching practice must be observed and assessed by a member of the centre staff team as part of the unit Understanding and Using inclusive Teaching and Learning Approaches in Education and Training.

Skype or other live media can be used in circumstances where the observer and learner cannot be present in the same room. The observer must check the identification of the learner prior to their delivery. Technical support should be available in case of any problems.

It is good practice to visually record the micro teach session for learners to view in their own time to aid the self-evaluation process, however, this is not mandatory. The sessions can also be viewed by the IQA and EQA to aid the quality assurance process.

Learners who are currently teaching or training can be observed and assessed with their own learners in their place of work, instead of being involved with the micro teach sessions. If this is the case, the practice must total one hour. The micro teach session must be observed and assessed by a member of the delivery/assessment team, appointed by the approved centre.

If learners are taking either of the units from the Learning and Development qualification, they must undertake practice and be observed and assessed by a member of the centre staff team, in their place of work, for the following units:

- Facilitate learning and development for individuals
- Facilitate learning and development in groups

There is no minimum number of hours of practice but it should be in the appropriate context with either groups of learners, or individual learners. Centres must design and use suitable observation and feedback forms which address the criteria of the units.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's



qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

### **Support from TQUK**

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

### **Course Delivery**

#### **Pre-Course Information**

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

#### **Initial Assessment**

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

#### **Learner Registration**

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

#### **Trainer/Assessor Requirements**

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed

- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

### Useful Websites

Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Office of Qualifications and Examinations Regulation	<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>
Register of Regulated Qualifications	<a href="http://register.ofqual.gov.uk">http://register.ofqual.gov.uk</a>
Health and Safety Executive NI	<a href="https://www.hseni.gov.uk/">https://www.hseni.gov.uk/</a>
Excellence Gateway	<a href="http://www.excellencegateway.org.uk/">http://www.excellencegateway.org.uk/</a>
National Research and Development Centre for Adult Literacy and Numeracy	<a href="http://www.nrdc.org.uk">www.nrdc.org.uk</a>
Department for Education	<a href="http://www.education.gov.uk/">http://www.education.gov.uk/</a>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

### Reading list for learners

Castle P & Buckler S (2009) *How to be a Successful Teacher* London SAGE Publications Ltd

Gravells A (2013) *The Award in Education and Training* London Learning Matters

Gravells A (2013) *Passing Assessments for The Award in Education and Training* London Learning Matters

Gravells A (2012) *Achieving your TAQA Assessor and Internal Quality Assurer Award* Exeter Learning Matters

Gravells A & Simpson S (2012) *Equality and Diversity in the Lifelong Learning Sector (2nd Edn)* London Learning Matters

Gravells A (2012) *What is Teaching in the Lifelong Learning Sector?* London Learning Matters

Kidd W & Czerniawski G (2010) *Successful Teaching 14-19* London SAGE Publications Ltd

Ofqual (2009) *Authenticity – A Guide for Teachers*. Coventry: Ofqual.

Peart S & Atkins L (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector* Exeter Learning Matters

Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters

Read H (2011) *The Best Assessor's Guide* Bideford Read On Publications

Reece I and Walker S (2007) *Teaching, Training and Learning: A Practical Guide (6th Ed)* Tyne & Wear Business Education Publishers

Vizard D (2012) *How to Manage Behaviour in Further Education* London Sage Publications Ltd

Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters

Wallace S (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Edn)* Exeter Learning Matters

### Website list for learners

Ann Gravells Ltd – [www.anngravells.co.uk](http://www.anngravells.co.uk) (teaching information and resources)

Assessment tools library (literacy, numeracy, ESOL, dyslexia) -  
<http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary>

Brainboxx teaching resources - [www.brainboxx.co.uk](http://www.brainboxx.co.uk)

Educational Theory – [www.businessballs.com](http://www.businessballs.com)

Equality and Diversity Forum – [www.edf.org.uk](http://www.edf.org.uk)

Initial Assessment Tools – [www.toolslibrary.co.uk](http://www.toolslibrary.co.uk)

Institute for Learning - [www.ifl.ac.uk](http://www.ifl.ac.uk)

Learning Styles – [www.vark-learn.com](http://www.vark-learn.com)

National Institute of Adult Continuing Education - [www.niace.org.uk](http://www.niace.org.uk)

Plagiarism - <http://plagiarism.org>

Post Compulsory Education and Training Network – [www.pcet.net](http://www.pcet.net)

Qualifications and Credit Framework (QCF) – <http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>

Teaching resources - <http://excellence.qia.org.uk/golddust/>