VTCT Skills Level 3 Award in Education and Training

Operational start date:	**1st April 2014**
Credit value:	**12**
Total Qualification Time (TQT):	**120**
Guided learning hours (GLH):	**48**
Qualification number:	**601/2758/2**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UET1				
Optional units				

The qualification

Introduction

The VTCT Skills Level 3 Award in Education and Training is a qualification for those interested in a teaching career in further education or for those who have recently started teaching.

This award is designed to equip a wide range of teachers/trainers and facilitators with the requisite skills and knowledge required to fulfill a teaching role. During this course you will learn about preparation, planning and basic course design. You will also gain teaching delivery skills and participate in microteaching sessions. Evaluation skills and techniques also form part of the course content.

This qualification provides a sound introduction to teaching/training and is suitable for both experienced practitioners who would like to secure a professionally recognised qualification as well as those new to teaching. The VTCT Skills Level 3 Award in Education and Training will enable you to work in a teaching role and progress on to a broader teaching qualification.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework (RQF).

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.

Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Skills Level 4 Certificate in Education and Training

You can progress from the VTCT Skills Level 3 Award in Education and Training directly into a teaching or facililtating role in the further education sector.

Qualification structure

Total credits required - 12 (minimum)

All mandatory units must be completed. A minimum of 6 credits must be taken from optional group A and a minimum of 3 credits from optional group B.

Mandatory units - 3 credits					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UET1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	12	3

Optional group A - 6 (minimum) credits					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UET2	D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	6	24	3
UV30761	J/502/9549	Facilitate learning and development for individuals	6	25	3
UV30762	F/502/9548	Facilitate learning and development in groups	6	25	3

Optional group B - 3 (minimum) credits					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UET5	R/505/0050	Understanding assessment in education and training	3	12	3
UV30563	D/601/5313	Understanding the principles and practices of assessment	3	24	3

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills.

Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

Assessment explained

VTCT Skills qualifications are assessed and verified by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units

		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of evidence
UET1	Understanding roles, responsibilities and relationships in education and training	0	✗	✓

Optional units

		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of evidence
UET2	Understanding and using inclusive teaching and learning approaches in education and training	0	✓	✓
UV30761	Facilitate learning and development for individuals	0	✓	✓
UV30762	Facilitate learning and development in groups	0	✓	✓
UET5	Understanding assessment in education and training	0	✗	✓
UV30563	Understanding the principles and practices of assessment	0	✓	✓

Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unilke Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.

UET1

Understanding roles, responsibilities and relationships in education and training

The aim of this unit is to enable you to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals within education and training.

Level

3

Credit value

3

GLH

12

Observation(s)

0

External paper(s)

0



Understanding roles, responsibilities and relationships in education and training

Learning outcomes

On completion of this unit you will:

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

Evidence requirements

1. *Specific unit requirements*
   All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
2. *Achieving assessment criteria*
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
3. *Knowledge outcomes*
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
4. *Tutor/Assessor guidance*
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
5. *External paper*
   There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand the teaching role and responsibilities in education and training

You can:	Portfolio reference
a. Explain the teaching role and responsibilities in education and training	
b. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	
c. Explain ways to promote equality and value diversity	
d. Explain why it is important to identify and meet individual learner needs	



Learning outcome 2

Understand ways to maintain a safe and supportive learning environment

You can:	Portfolio reference
a. Explain ways to maintain a safe and supportive learning environment	
b. Explain why it is important to promote appropriate behaviour and respect for others	



Learning outcome 3

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

You can:	Portfolio reference
a. Explain how the teaching role involves working with other professionals	
b. Explain the boundaries between the teaching role and other professional roles	
c. Describe points of referral to meet the individual needs of learners	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand the teaching role and responsibilities in education and training

Teaching role and responsibilities: Teaching/training cycle (identify needs, plan and design, deliver, facilitate, assess, evaluate), continuous professional development, professionalism, learner reviews, language, literacy, numeracy and ICT skill, liaison with other professionals, providing information, advice and guidance (IAG) and signposting, the maintenance of accurate and up-to-date records/ documentation.

Legislation, regulatory requirements and codes of practice relating to own role and responsibilities: Health and safety, equality and diversity, child protection, record keeping, professional associations and bodies, professionalism, boundaries of teaching role.

Own responsibilities for promoting equality and valuing diversity: Ground rules, entitlement, impact of legislation and policies on own learning and teaching including how to deal with prejudice/ discrimination, differentiation, environment, resources, learning support, learning difficulties and disabilities.

Ways to promote equality and value diversity: Recognising and promoting diversity, ground rules, classroom management, barriers to learning, promoting learning through different classroom layouts, organisational policies, safeguarding.

Importantance of identifying and meeting individual learner needs: Learner-centred education and training, access, teaching and training cycle, screening, initial, diagnostic, formative assessment, individual learning plan (ILP), learning preferences, planning and negotiating goals and realistic target setting, learner reviews, language, literacy and numeracy, ICT skill, liaison with other professionals, information, advice and guidance (IAG) and signposting, motivation, differentiation, the promotion of equality and valuing diversity.



Learning outcome 2: Understand ways to maintain a safe and supportive learning environment

Maintain a safe and supportive learning environment: Health and safety, risk assessment, how to promote learning through different classroom layouts, organisational policies, safeguarding policies, record keeping.

Importantance of promoting appropriate behaviour and respect for others: Ground rules, classroom management, barriers to learning, recognising and promoting diversity.

Learning outcome 3: Understand the relationships between teachers and other professionals in education and training

Working with other professionals: How you relate to other agencies, organisations, in your day to day work, collaboration in local and regional areas, limits of responsibility, identify sources of learner support and learning support, summarise own responsibilities in relation to other professionals.

Boundaries between the teaching roles and other professional roles: Internal structures, policy and procedures, role of support agencies, learner referral/ signposting, learner support, how you relate to other agencies, organisations in your day to day work, identified sources of learner support, professional codes of conduct and own responsibilities in relation to other professionals, limits of responsibility.

Points of referral to meet the individual needs of learners: Identify support needs of learners (screening, initial assessment, diagnostic assessment), identify sources of learner support and learning support.

Notes

Use this area for making notes and drawing diagrams

