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# Section 1

## Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about the qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Award in Education and Training.

All information contained in this specification is correct at the time of publishing.

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 regulated qualification title of NCFE Level 3 Award in Education and Training.

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

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which 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 realistic work environment (RWE) in accordance with the relevant assessment requirements. For further information on the requirements please visit the Qualifications page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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## About this qualification

The NCFE Level 3 Award in Education and Training has been accredited by the qualifications regulators for England, Wales and Northern Ireland,<sup>1</sup> and is part of the Qualifications and Credit Framework (QCF).

This qualification replaces the QCF Level 3 Award in Preparing to Teach in the Lifelong Learning Sector and the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) introduced in 2007 and updated in 2011.

## Geographical coverage

This qualification has been regulated for use in England, Wales and Northern Ireland. We're able to provide the qualification specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

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## Things you need to know

- ◆ Qualification accreditation number (QAN): 601/1620/1
- ◆ Aim reference: 60116201
- ◆ Guided learning hours (GLH): 48 - 61
- ◆ Credit value: 12
- ◆ QCF level: 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

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<sup>1</sup> The qualifications regulators (regulators) are Ofqual in England and Northern Ireland, and the Welsh Government in Wales.

## **Aims and objectives of this qualification**

The NCFE 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.

This qualification aims to meet the needs of a range of trainee teachers, such as:

- ◆ individuals not currently in a teaching or training role – achievement of the qualification doesn't require practice other than microteaching unless units from the learning and development suite of qualifications are selected
- ◆ 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
- ◆ individuals currently working as Assessors who wish to achieve a qualification that provides an introduction to teaching.

The objective of the qualification is to prepare learners for employment and support them to progress to a teaching role within the workplace.

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## **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.

## **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:

- ◆ Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teacher's knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013).

A copy is available to download on the Qualifications page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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

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 assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

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### **Achieving this qualification**

To be awarded the NCFE Level 3 Award in Education and Training, learners must achieve a minimum of 12 credits: 3 credits from the mandatory unit in Group A, 6 credits from Group B and 3 credits from Group C.

This qualification consists of **one** mandatory unit and **5** optional units:

#### **Mandatory unit:**

##### **Group A**

- ◆ Unit 01 Understanding roles, responsibilities and relationships in education and training (3 credits)

#### **Optional units:**

##### **Group B**

- ◆ Unit 02 Understanding and using inclusive teaching and learning approaches in education and training (6 credits)
- ◆ Unit 03 Facilitate learning and development for individuals (6 credits)
- ◆ Unit 04 Facilitate learning and development in groups (6 credits)

##### **Group C**

- ◆ Unit 05 Understanding assessment in education and training (3 credits)
- ◆ Unit 06 Understanding the principles and practices of assessment (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 15).

To achieve the NCFE Level 3 Award in Education and Training, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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## 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 one 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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## Progression opportunities

Learners who achieve this qualification could progress to:

- ◆ NCFE Level 4 Certificate in Education and Training
- ◆ NCFE Level 5 Diploma in Education and Training

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## Credit accumulation and transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

All units in this qualification are available for credit transfer.

## Exemption

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

## Equivalent units

This qualification has no equivalent units identified.

For more information on these approaches to accumulating and claiming credit, please see the guidance document Credit Transfer, Equivalence and Exemption in the QCF section of our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

## Recognition of Prior Learning (RPL)

RPL is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to claim that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more) advice must be given by a qualified RPL Advisor.

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## Qualification dates

Qualifications on the QCF have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

We'll post information relating to changes or extensions to qualifications on our website [www.ncfe.org.uk](http://www.ncfe.org.uk), and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

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.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers 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.

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:

- ◆ a teaching or training qualification (this does not include qualifications that only provide an introduction to teaching, eg Level 3 Award in Education and Training, Level 3 or Level 4 PTLLS awards, however we may accept individuals who do not meet this criterion if they have evidence of substantial and successful teaching experience in education and training)
- ◆ evidence of relevant teaching experience in an education or training context
- ◆ access to appropriate guidance and support
- ◆ ongoing participation in related programme quality assurance processes.

All those who assess this qualification must:

- ◆ 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)
- ◆ have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- ◆ hold one of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- ◆ show current evidence of continuing professional development in assessment and quality assurance.

All those who are involved with the quality assurance of this qualification internally must:

- ◆ have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- ◆ hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- ◆ hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- ◆ show current evidence of continuing professional development in assessment and quality assurance.

Please contact our Quality Assurance team should you want to clarify a member of staff's suitability.

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### Resource requirements

It's 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 documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- ◆ Qualification Guidance – Level 3 Award in Education and Training, Learning and Skills Improvement Service
- ◆ Assessed observations of practice within the Education and Training suite of qualifications, Learning and Skills Improvement Service
- ◆ Teaching and Training Qualifications for the Further Education and Skills Sector in England (LSIS, 2013).

These documents can be found on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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### Support for learners

#### Learner's Evidence Tracking Log (LETL)

This gives information about the qualification and can help learners keep track of their work. LETLs can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- ◆ information on the content, availability and location of NCFE's procedures and policies
  - ◆ advice on support mechanisms for learners who are experiencing difficulties with their studies
  - ◆ a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
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### Support for centres

There are a number of documents available that you might find useful. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

## **Centre Support Guide**

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

## **Directory of Products and Services**

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

## **Fees and Pricing**

This document is published in the spring for the forthcoming academic year.

## **Training and support**

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## **Mapping to National Occupational Standards**

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are underpinned by the overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector and the Learning and Development NOS.

Further information on the NOS used in this qualification can be found on the NOS Database: <http://nos.ukces.org.uk>.

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## **Section 2**

# Assessment and moderation

## How the qualification is assessed

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

This qualification must be assessed in line with the Learning and Skills Improvement Service's Qualification Guidance document. A copy is available for download on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

The NCFE Level 3 Award in Education and Training is internally assessed.

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## Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve.

The main pieces of evidence for the portfolio could include:

- ◆ Assessor observation – completed observational checklists and related action plans
- ◆ witness testimony
- ◆ candidate's proof of work
- ◆ worksheets
- ◆ assignments/projects/reports
- ◆ record of professional discussion
- ◆ record of oral and written questioning
- ◆ candidate and peer reports
- ◆ Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro formas here:

[www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas](http://www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas)

**This qualification must be assessed in line with the Learning and Skills Improvement Service's Qualification Guidance document, which is available on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).**

Assessment guidance is provided for each unit. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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## **What is moderation?**

Moderation is the process by which we confirm that assessment decisions in centres are:

- ◆ made by competent and qualified Assessors
- ◆ the product of sound and fair assessment practice
- ◆ recorded accurately and appropriately.

We do this through:

- ◆ internal moderation – which you carry out
- ◆ external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

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## **Section 3**

# **Structure and content**

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

The unit summary provides an overview of each unit including:

- ◆ the unit title
- ◆ the unit overview
- ◆ guided learning hours
- ◆ credit value
- ◆ level
- ◆ an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- ◆ the unit title and number
- ◆ learning outcomes (the learner will) and assessment criteria (the learner can)
- ◆ guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- ◆ assessment guidance (types of evidence for internal assessment)

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01

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

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.

Guided learning hours: 12

Credit value: 3

Level: 3

This unit is **mandatory**

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### Unit 02

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

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.

Guided learning hours: 24

Credit value: 6

Level: 3

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 03

#### Facilitate learning and development for individuals (J/502/9549)

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.

Guided learning hours: 25

Credit value: 6

Level: 3

This unit is **optional**

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### Unit 04

#### Facilitate learning and development in groups (F/502/9548)

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.

Guided learning hours: 25

Credit value: 6

Level: 3

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 05

#### Understanding assessment in education and training (R/505/0050)

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.

Guided learning hours: 12

Credit value: 3

Level: 3

This unit is **optional**

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### Unit 06

#### Understanding the principles and practices of assessment (D/601/5313)

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.

Guided learning hours: 24

Credit value: 3

Level: 3

This unit is **optional**

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

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**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
- 

**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
- 

**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
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**Unit 01 Understanding roles, responsibilities and relationships in education and training  
(H/505/0053) (cont'd)**

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**Assessment guidance**

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 moderated. See Section 2 - Internal Assessment (page 13) for further information on the types of evidence that can be presented within a candidate's portfolio.

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

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**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
- 

**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
- 

**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
- 

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

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**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

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

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**Assessment guidance**

There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one 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 moderated. See Section 2 - Internal Assessment (page 13) for further information on the types of evidence that can be presented within a candidate's portfolio.

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

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**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
- 

**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
- 

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

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

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**Assessment guidance**

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 candidate 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 moderated. See Section 2 - Internal Assessment (page 13) for further information on the types of evidence that can be presented within a candidate's portfolio.

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

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**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
- 

**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
- 

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

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

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**Assessment guidance**

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 moderated. See Section 2 - Internal Assessment (page 13) for further information on the types of evidence that can be presented within a candidate's portfolio.

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

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**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
- 

**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
- 

**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
- 

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

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**Assessment guidance**

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 moderated. See Section 2 - Internal Assessment (page 13) for further information on the types of evidence that can be presented within a candidate's portfolio.

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

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**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
- 

**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
- 

**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
- 

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

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**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
- 

**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
- 

**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
-

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

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

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**Assessment guidance**

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 moderated. See Section 2 - Internal Assessment (page 13) for further information on the types of evidence that can be presented within a candidate's portfolio.

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# Section 4

## General information

## **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

## **Data protection**

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

NCFE  
Q6  
Quorum Business Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [service@ncfe.org.uk](mailto:service@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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