

# Qualification handbook

## BIIAB Level 3 Award in Education and Training

601/5960/1

**BIIAB Level 3 Award in  
Education and Training**

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## **BIIAB Level 3 Award in Education and Training**

### **1. About the BIIAB Level 3 Award in Education and Training**

This qualification has been developed by the Learning and Skills Improvement Service (LSIS) in conjunction with employers. An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for an award at Level 3 was supported as part of a suite of generic teaching and training qualifications including certificate and diploma qualifications. More information about the findings of the review can be found in the report Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two Findings Report (LSIS, 2013).

BIIAB has produced assessments and guidance in conjunction with employers and centres. The qualification has a unique Qualification Number (QN) which is shown below.

Each unit within the qualification will also have a Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 3 Award in Education and Training	601/5960/1

#### **Purpose**

The BIIAB Level 3 Award in Education and Training purpose is to provide an introduction to teaching. It can meet the needs of learners who are trainee teachers, such as:

- individuals not currently teaching or training. Achievement of the qualification does not require practice other than microteaching/peer teaching 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/peer teaching (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.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

The regulatory purpose of the qualification is to 'prepare for employment in a specific occupational area' (C2).

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### **2. About this pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **3. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **BIIAB Level 3 Award in Education and Training**

### **4. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

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### 5. BIIAB Level 3 Award in Education and Training Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Award in Education and Training learners **must** gain a **total of 12** credits. This **must** consist of:

- **Minimum total credit: 12**
- Mandatory units **minimum** credit: **3**
- Optional unit group 1 **minimum** credit: **6**
- Optional unit group 2 **minimum** credit: **3**
- A **minimum of 12** credits **must** be achieved through the completion of units at **Level 3**.
- **GLH: 48**
- **TQT: 120**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

#### Mandatory units

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
ET1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3	12	Assessment Knowledge Module

#### Optional Unit Group 1

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
ET2	D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	6	3	24	Portfolio
ET3	J/502/9549	Facilitate learning and development for individuals #	6	3	25	Portfolio
ET4	F/502/9548	Facilitate learning and development in groups #	6	3	25	Portfolio

# Learning and Development unit

**This Rule of Combination continues on the following page**

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### Optional Unit Group 2

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
ET5	R/505/0050	Understanding assessment in education and training	3	3	12	Portfolio
A1	D/601/5313	Understanding the principles and practices of assessment #*	3	3	24	Portfolio

# Learning and Development unit

\*Assessment Guidance is available to support deliver and assessment of this unit.

## 6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 19+.

## 7. Entry Requirements and Progression

Before a learner commences this qualification 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 teachers' knowledge, understanding and personal skills - A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013).

Learners 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. However, learners **must** also be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to provide an introduction to teaching. It also will allow for progression into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 Certificate in Education and Training
- Career progression.

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### **8. Assessment**

#### **Overview of assessment strategy**

The qualification contains competence units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments containing a series of assessment activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed using a portfolio following NVQ principles.

Centres should use the AKM available from BIIAB because it assists both the trainee teachers and their assessors and will aid in standardisation. If centres wish to use alternative approaches then please contact your EQA prior to delivery.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

#### **Assessment process**

Assessment is the process used to judge the competence of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares with the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.



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An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

All assessment must adhere to the assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessors, verifiers delivering, quality assuring and certificating the education and training qualification.

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### Assessment strategy detail

The Level 3 unit, ET1 Understanding roles, responsibilities and relationships in education and training in this qualification, is also a mandatory unit in the Level 4 Certificate in Education and Training. It is recommended that this unit be delivered before other units in both the Award and Certificate qualifications in order to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

### Requirements of learners

Please see the entry requirements for more details of requirements for all learners that are not detailed in the units.

There is no minimum teaching practice requirement. However, there is a **minimum requirement** for trainee teachers to engage in observed and assessed microteaching/peer teaching for the following optional unit:

- ET2 Understanding and using inclusive teaching and learning approaches in education and training (Level 3).

For this unit, trainee teachers **must** be involved in **at least** one hour of microteaching/peer teaching. Each trainee teacher **must** deliver at least one 15-minute microteaching/peer teaching 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/peer teaching sessions or observe the microteaching/peer teaching 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:

- ET3 Facilitate learning and development for individuals
- ET4 Facilitate learning and development in groups.

Evidence for learning outcomes 2, 3 and 4 for these units (ET3 and ET4) **must** come from performance in the work environment. Simulations, projects or assignments are **not** allowed.

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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### Requirements for those delivering units and/or observing assessors, external and internal quality assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.
- All those delivering units and/or observing and assessing practice for the BIIAB 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; for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards. However, the BIIAB may decide to 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; and
  - on-going participation in related programme quality assurance processes.

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**Requirement of Assessors of Learning and Development units ET3, ET4 and A1** - There are additional requirements for those who assess the Learning and Development units. Information about the assessment and quality assurance strategy for the Learning and Development units is provided below:

All those who assess these qualifications / units 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 two 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; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - The A1 qualification Assess candidate performance using a range of methods (please note this is **not** the unit contained within this qualification); or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

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**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

### Requirement of Internal Quality Assurers of Learning and Development units ET3, ET4 and A1

All those who are involved with the quality assurance of these qualifications/units 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; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods (please note this is **not** the unit contained within this qualification); or
  - 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; or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
  - V1 Conduct internal quality assurance of the assessment process; or
  - D34 Internally verify the assessment process; and

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- show current evidence of continuing professional development in assessment and quality assurance.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

### Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

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### Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org).

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### **9. Initial Assessment and Induction**

Prior to the start of any programme, it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learners have, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learners have already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learners fully understand the requirements of the qualification they will work towards, their responsibilities as learners, and the responsibilities of the centre.

### **10. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes, including a Summative Reflective account template
- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs and for unit A1
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org)

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.



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### Evidence matrixes

BIIAB provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below.

It is **not** essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria. It is not necessary to complete this where an AKM is available for the unit. However a matrix document is available for this unit should centres wish to use it.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

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### **Assessment Knowledge Modules (AKMs)**

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners' competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. Access to the AKM is available upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

### **Assessor Guidance**

These provide guidance for Assessors assessing specific units. A password will be provided to allow access this document upon approval for the qualification.

### **Access to the units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes all units within this pack.

### **Summative Reflective Account**

In order to claim the unit(s) for the qualification, the learners will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

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### **11. Design and delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

### **12. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

#### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

#### **Unit Number / Unique Reference Number (URN)**

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

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### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

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### **13. Initial registration**

#### **Registration and certification**

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

#### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

#### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

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### **14. Mandatory Units**

The following units are mandatory units for this qualification.

<b>Unit Title</b>	<b>Understanding roles, responsibilities and relationships in education and training</b>	
<b>BIIAB Reference</b>	<b>ET1</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>12</b>	
<b>Unit Reference No.</b>	<b>H/505/0053</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the teaching role and responsibilities in education and training	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 Understand ways to maintain a safe and supportive learning environment	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 Understand the relationships between teachers and other professionals in education and training	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
<b>Purpose and aim(s) of the unit</b>		The purpose of the 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.

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### **15. Optional Units**

The following units are optional units for this qualification.



<b>Unit Title</b>	<b>Understanding and using inclusive teaching and learning approaches in education and training</b>	
<b>BIIAB Reference</b>	<b>ET2</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>24</b>	
<b>Unit Reference No.</b>	<b>D/505/0052</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand inclusive teaching and learning approaches in education and training	1.1 1.2 1.3	Describe features of inclusive teaching and learning Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs 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 2.2 2.3 2.4	Explain why it is important to create an inclusive teaching and learning environment Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs Explain ways to engage and motivate learners Summarise ways to establish ground rules with learners
3 Be able to plan inclusive teaching and learning	3.1 3.2	Devise an inclusive teaching and learning plan 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 4.2 4.3	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs Communicate with learners in ways that meet their individual needs Provide constructive feedback to learners to meet their individual needs
5 Be able to evaluate the delivery of inclusive teaching and learning	5.1 5.2	Review the effectiveness of own delivery of inclusive teaching and learning Identify areas for improvement in own delivery of inclusive teaching and learning

<p>Purpose and aim(s) of the unit</p>	<p>The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of 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.</p>
<p>Additional assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>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.</p>

<b>Unit Title</b>	<b>Facilitate learning and development for individuals</b>	
<b>BIIAB Reference</b>	<b>ET3</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>J/502/9549</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand principles and practices of one to one learning and development	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
2 Be able to 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 Be able 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 benefits to individuals of applying new knowledge and skills
4 Be able to assist individual learners in reflecting on their learning and/or development	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
Purpose and aim(s) of the unit		The aim of this unit is to assess a learning and development Practitioners 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.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)		This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 <b>must</b> come from performance in the work environment. Simulations, projects or assignments are <b>not</b> allowed for these outcomes.

<b>Unit Title</b>	<b>Facilitate learning and development in groups</b>	
<b>BIIAB Reference</b>	<b>ET4</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>F/502/9548</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand principles and practices of learning and development in groups	1.1	Explain 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 Be able to facilitate learning and development in groups	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
3 Be able to assist groups to apply new knowledge and skills in practical contexts	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.
4 Be able to assist learners to reflect on their learning and development undertaken in groups	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
Purpose and aim(s) of the unit		The aim of this unit is to assess a learning and development Practitioners 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 and development responsibility as part of their role.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)		This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 <b>must</b> come from performance in the work environment. Simulations, projects or assignments are <b>not</b> allowed for these outcomes.

<b>Unit Title</b>	<b>Understanding assessment in education and training</b>	
<b>BIIAB Reference</b>	<b>ET5</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>12</b>	
<b>Unit Reference No.</b>	<b>R/505/0500</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand types and 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 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 constructive 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
<b>Purpose and aim(s) of the unit</b>		The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

<b>Unit Title</b>	<b>Understanding the principles and practices of assessment</b>	
<b>BIIAB Reference</b>	<b>A1</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>24</b>	
<b>Unit Reference No.</b>	<b>D/601/5313</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the principles and requirements of assessment	1.1 1.2 1.3 1.4	Explain the function of assessment in learning and development Define the key concepts and principles of assessment Explain the responsibilities of the assessor Identify the regulations and requirements relevant to the assessment in own area
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 3.2 3.3 3.4 3.5	Summarise key factors to consider when planning assessment Evaluate the benefits of using a holistic approach to assessment Explain how to plan a holistic approach to assessment Summarise the types of risks that may be involved in assessment in own area of responsibility Explain how to minimise risks through the planning process
4 Understand how to involve learners and others in assessment	4.1 4.2 4.3 4.4	Explain the importance of involving the learner and others in the assessment process Summarise types of information that should be made available to learners and others involved in the assessment process Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning Explain how assessment arrangements can be adapted to meet the needs of individual learners
5 Understand how to make assessment decisions	5.1 5.2	Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
6 Understand quality assurance of the assessment process	6.1 6.2 6.3	Evaluate the importance of quality assurance in the assessment process Summarise quality assurance and standardisation procedures in own area of practice 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 7.2	Explain the importance of following procedures for the management of information relating to assessment Explain how feedback and questioning contribute to the assessment process

<b>Unit Title</b>	<b>Understanding the principles and practices of assessment</b>	
<b>BIIAB Reference</b>	<b>A1</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>24</b>	
<b>Unit Reference No.</b>	<b>D/601/5313</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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

## **BIIAB Level 3 Award in Education and Training**

### Notices

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