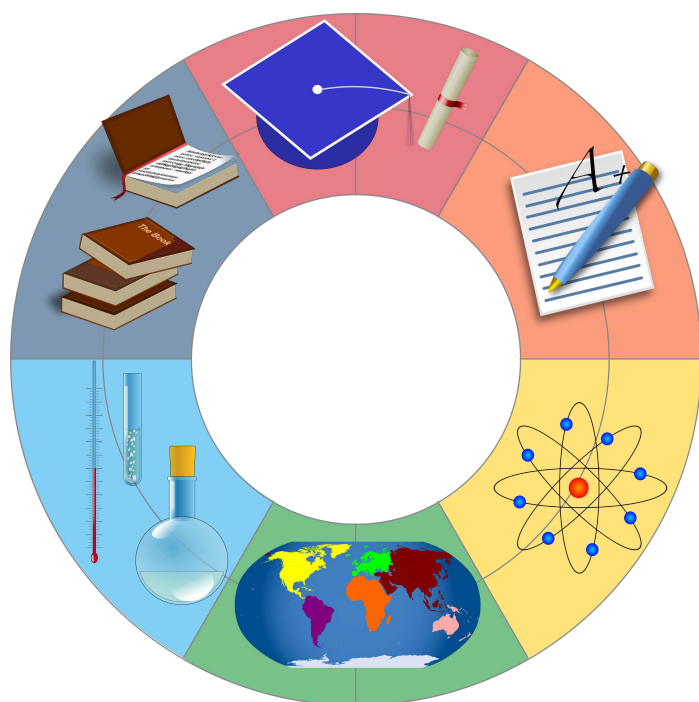




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Open Awards Level 4 Certificate in Education and Training (RQF) [603/0910/6]

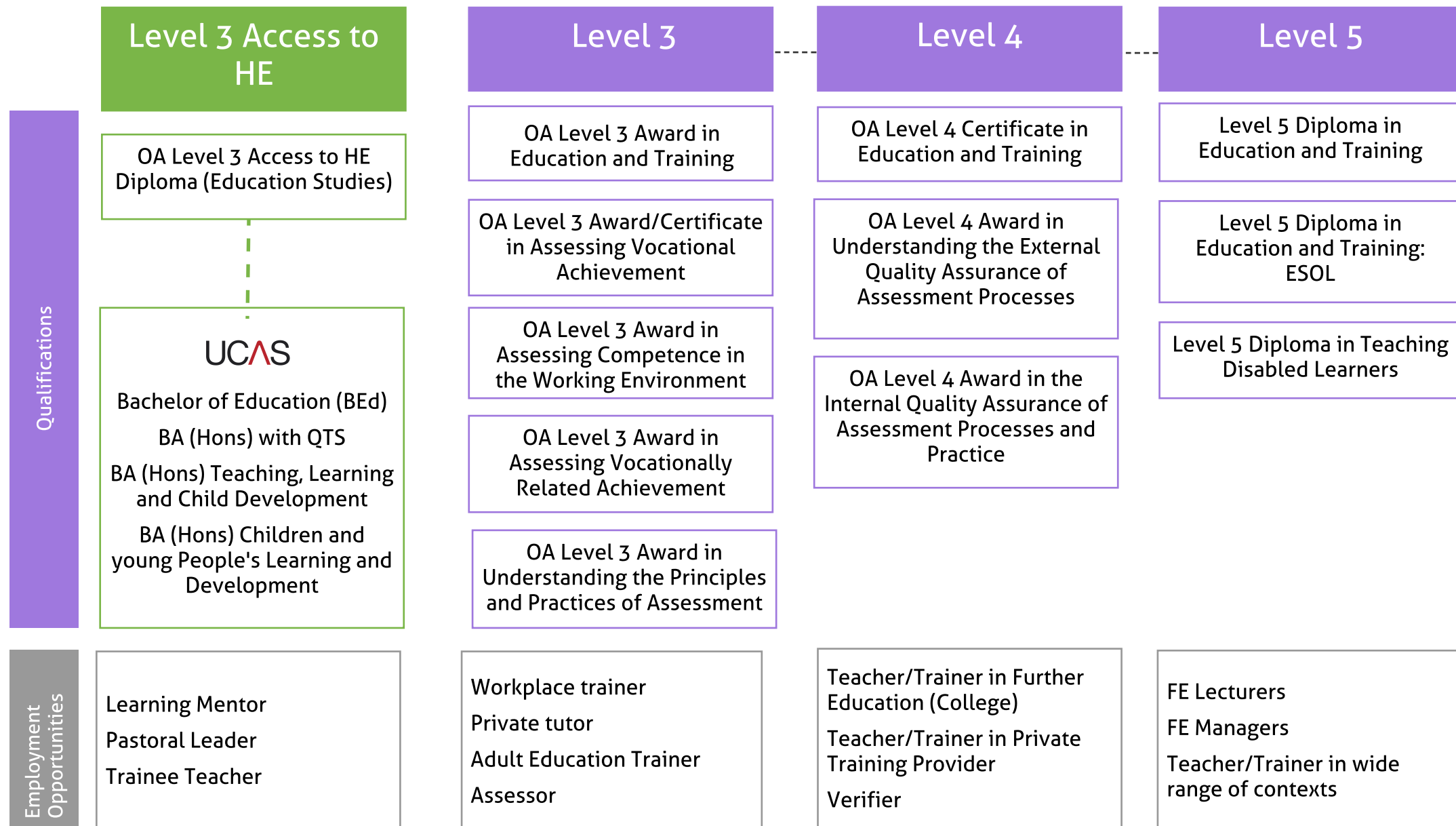


QUALIFICATION GUIDE

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Pathways to Employment Education and Training



About the Qualification

Title (RQF)	Open Awards Certificate in Education and Training (RQF)
QAN	603/0910/6
Sector	13.1 Teaching and Lecturing
Level	4
Funding	Please click here for more information.
Fees & Charges	Please click here for more information.
Review Date	31 st December 2021

Ofqual Purpose	D – Confirm occupational competence
Ofqual Sub-Purpose	D1 – Confirm competence in an occupational role to the standards required

Rules of Combination	
Credit Value of the Qualification:	36
Minimum Credits to be achieved at the level of the qualification:	21
Mandatory Units A:	21 credits to be achieved
Generic Optional Group B:	A minimum of 15 credits to be achieved

Total Qualification Time/Guided Learning	
<i>TQT is a new requirement for qualifications regulated by Ofqual through the Regulatory Qualifications Framework (RQF) from September 2015. For more information on what this means and how it is worked click here</i>	
Total Qualification Time (hours)	360
Guided Learning (hours)	160

Age Range and Restrictions:	
Pre-16	x
16-18	x
19+	✓
Any other restrictions specific to the qualification	✓

Any specified entry requirements
<p>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 trainees 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 action taken to address them should be reviewed and updated as required.</p> <p>There are no other nationally agreed entry requirements.</p>

Recommended Assessment Method
<p>Learners will be required to complete a portfolio of evidence.</p> <p>There is a requirement for a minimum of 30 hours of practice for this qualification. Please see 'Delivering this Qualification' section for more information.</p> <p>Some optional units also require practice, including observation and assessment of practice. These requirements are specified in the assessment guidance for the individual units. For some optional units practice must be in a real work environment and in the appropriate context – with groups of learners or with individual learners.</p>

Other Qualifications in this Suite
<p>Open Awards Level 3 Award in Education and Training (QCF)</p>

Purpose Statement



Level 4 Certificate in Education and Training

The primary purpose of the Open Awards Level 4 Certificate in Education and Training is to prepare you to teach in a wide range of contexts and confirm confidence in an occupational role to a required set of standards. For those not currently in a teaching and training role, this qualification will give you an in-depth understanding of the knowledge required and assess your skills and competencies. For those already employed within the education and training sector, this qualification will contribute to your continued professional development and improved productivity and effectiveness in the workplace. This qualification is appropriate for you if you are aspiring to work effectively within an education and training role and you want to develop appropriate skills whilst learning in an education and training setting.



Who is it for?

- An individual who is not currently teaching and training but aspire to work in the profession.
- An individual who is currently teaching and training
- An individual currently working as an assessor who wishes to achieve a teaching qualification

In all cases the individual will need to be able to meet the practice requirements, including the observed and assessed practice requirements.



What are the Entry Requirements?

This qualification is available for those who are aged 19+. Although no formal qualifications are required on entry all those joining this qualification should undertake an initial assessment of their own skills in English, mathematics and ICT, recording their development needs and agreeing an action plan to address any issues.



What does this qualification cover?

To achieve the qualification you will be required to achieve 36 credits and to commit to approximately 360 hours of learning.

You will need to achieve 21 Mandatory credits and 15 credits from the optional units group.

Mandatory units:

- Understanding Roles, Responsibilities and Relationships in Education and Training
- Delivering Education and Training
- Planning to Meet the Needs of Learners in Education and Training
- Assessing Learners in Education and Training
- Using Resources for Education and Training

Generic Optional units available include:

- Delivering employability skills
- Effective Partnership Working in the Learning and Teaching Context
- Equality and Diversity
- Inclusive practice
- Preparing for the personal tutoring role

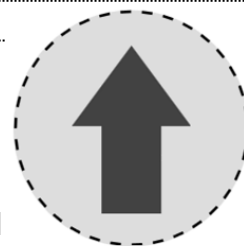
Whilst working towards this qualification, you will need to complete a minimum of 30 hours of practice.

What are the Progression Opportunities?

The qualification provides a mechanism for you to recognise and develop and establish personal, learning and employment goals. Its main confirm competence in an occupational role to the standards required and progression into a teacher/trainer role.

For those looking to develop their skills further, there is the opportunity to progress to the next level of vocational learning:

- Level 5 Diploma in Education and Training



What are the Assessment Methods?

You will complete a portfolio of evidence which could include a range of evidence including assessments, witness testimonies and reflective journeys.

You will be required to complete a minimum of three observations totalling a minimum of three hours and complete a minimum of 30 hours practice.



Who supports this qualification?

The qualification was developed with and is supported by a diverse range of training providers and Further Education Colleges including Career Connect, Holistic Partnership Ltd and Rotunda College.

Qualifications Units

Mandatory Unit Group A

QAC Code	Unit Name	Credits	Level
T/507/8942	Assessing Learners in Education and Training	6	Level Four
A/507/8943	Delivering Education and Training	6	Level Four
F/507/8944	Planning to Meet the Needs of Learners in Education and Training	3	Level Four
J/507/8945	Understanding Roles, Responsibilities and Relationships in Education and Training	3	Level Three
L/507/8946	Using Resources for Education and Training	3	Level Four

Observed Teaching Practice

QAC Code	Unit Name	Credits	Level
	30 Hours Teaching Practice	0	Level Four

Optional Unit Group B

QAC Code	Unit Name	Credits	Level
R/507/8947	Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	6	Level Three
Y/507/8948	Action Learning to Support Development of Subject Specific Pedagogy	15	Level Five
J/507/8993	Assess Vocational Skills, Knowledge and Understanding	6	Level Three
Y/507/8951	Delivering Employability Skills	6	Level Four
A/507/8957	Develop and Prepare Resources for Learning and Development	6	Level Four
F/507/8958	Develop Learning and Development Programmes	6	Level Four
A/507/8960	Developing, Using and Organising Resources within a Specialist Area	5	Level Five
F/507/8961	Effective Partnership Working in the Learning and Teaching Context	15	Level Four
J/507/8962	Engage Learners in the Learning and Development Process	6	Level Three
R/507/8964	Engage with Employers to Develop and Support Learning Provision	6	Level Three
K/507/8968	Engage with Employers to Facilitate Workforce Development	6	Level Four
M/507/8969	Equality and Diversity	6	Level Four
H/507/8970	Evaluating Learning Programmes	4	Level Three
A/507/8974	Identify Individual Learning and Development Needs	3	Level Three
J/507/8976	Identify the Learning Needs of Organisations	6	Level Four
L/507/8977	Inclusive Practice	15	Level Four
H/507/8998	Internally Assure the Quality of Assessment	6	Level Four
R/507/8978	Manage Learning and Development in Groups	6	Level Four
Y/507/8979	Preparing for the Coaching Role	3	Level Four

L/507/8980	Preparing for the Mentoring Role	3	Level Four
R/507/8981	Preparing for the Personal Tutoring Role	3	Level Four
Y/507/8982	Specialist Delivery Techniques and Activities	9	Level Four
D/507/8983	Teaching in a Specialist Area	15	Level Four
H/507/8984	Understanding and Managing Behaviours in a Learning Environment	6	Level Four
R/507/9001	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	6	Level Four
T/507/9007	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	6	Level Four
K/507/8985	Working with the 14-19 Age Range in Education and Training	9	Level Four

Delivering this Qualification

Becoming a Centre

To deliver this qualification you must [be a recognised Open Awards centre](#). For more information, [click here](#).

Already Recognised? How to Deliver

If you are already a recognised Open Awards centre, you can deliver this qualification by [completing an New Qualification Notification Form](#). For more information, [see the Centre Handbook](#), or [speak to your Customer Service Advisor](#).

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

Short courses (15 weeks or less) within 25 working days of the course start date.

Full year long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via the Open Awards portal. More information can be found on [our website](#) or the [Centre Handbook](#).

Quality Assurance

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please [see our website](#) for more information.

Centre Staff Requirements

It is expected that centres will have occupationally competent staff with relevant sector experience for their role in the delivery of the units/qualifications being offered.

All those who assess these qualifications 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 (QCF); or
 - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - A1 Assess candidate performance using a range of methods; 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.

Although not mandatory, best practice would be for Assessors to hold the relevant D32/D33/A1/AQA unit(s) and Level 4 Award in Education or Training. Likewise, best practice would be for Internal Verifiers to hold the relevant D34/V1/IQA unit(s).

Centres are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

There are additional requirements for those who assess any **Learning and Development units** – they must:

1. 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);
2. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
3. hold one of the following qualifications or their recognised equivalent:
 - 3.1. Level 3 Award in Assessing Competence in the Work Environment (QCF); or
 - 3.2. Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - 3.3. A1 Assess candidate performance using a range of methods; or
 - 3.4. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
4. show current evidence of continuing professional development in assessment and quality assurance.

All those who are involved in the internal quality assurance of the Learning and Development units of this qualification must:

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

Information about the assessment and quality assurance strategy for the Learning and Development units is included in the individual unit content.

Assessment

Open Awards units and qualifications have been designed around the principle that the learner will build evidence towards the achievement of the assessment criteria over a period of time.

Each learner is required to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met.

Tutors and Assessors need to ensure that all evidence presented in a portfolio is:

Valid: it should be clearly demonstrating the knowledge or skills that are set out in the assessment criteria. It should be clearly the work of the learner.

Reliable: which means that it will in general, produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive: so that no individual learner is excluded from the opportunity to show their achievement because of their individual background or experience.

Assessors are required to review and assess all learner evidence and must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit. Assessors will also ensure that the evidence produced by the learner is their own work.

Assessors retain records (e.g. Feedback Sheets, Individual Progress Record, Group Progress Record) on behalf of the centre which are made available and used by the centre's internal verifier / AIV and Open Awards Quality Reviewer / External Verifier.

Requirements for Practice and Assessed Practice

There is a requirement for a minimum of 30 hours of practice for this qualification. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

There are different practice requirements for each unit in this qualification. These are detailed in the individual unit specifications.

Effective teaching practice experience should ideally include:

- different teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject-specialist knowledge through workplace mentoring

Assessed observations of practice judged 'Inadequate' (grade 4) should not count towards assessed observations of practice required for the qualification, though these observations should be recorded with feedback provided.

There must be a minimum of three observations totalling a minimum of three hours. This excludes any observed practice completed as part of the Level 3 Award in Education and Training. Any single observation must be a minimum of half an hour.

Observations should be carried out in accordance with the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Ofsted further education and skills inspection handbook available [here](#). Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. An example teaching observation form is provided in the appendices of this qualification guide.

Assessed observations of practice judged 'Inadequate' (grade 4) should not count towards assessed observations of practice required for the qualification, though these observations should be recorded with feedback provided.

For the Education and Training units, practice must be in a teaching and learning environment. The three observations must be linked to the following mandatory units:

- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4)

To be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

Some optional units from the Education and Training suite also require practice, including observation and assessment of practice. These requirements are specified in the assessment guidance for the individual units. For some optional units practice must be in a real work environment and in the appropriate context – with groups of learners or with individual learners.

The number of practice hours required and the number of hours to be observed and assessed are not specified for Learning and Development units. These requirements are in addition to the observed and assessed practice requirements stipulated above.

Verification and Standardisation

Verification is the process by which assessment decisions are confirmed. Centres delivering this qualification have a responsibility to conduct internal verification led by a trained internal verifier. Centre approval compliance monitoring and External verification is carried out by Open Awards Quality Reviewers/External Verifiers who will confirm that the centre is assessing to standard and ensure that there are robust quality assurance systems embedded.

Further guidance on Internal Verification and Training Support for centres can be found on [our website](#)

Centres are required to contribute to national standardisation as requested by Open Awards and also to carry out appropriate internal standardisation. Open Awards offers Standardisation events that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on [our website](#)

Internal standardisation involves ensuring that, where there is more than one tutor/assessor delivering Open Awards provision or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

Recognition of Prior Learning and Achievement (RPL)

RPL is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they may already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions. It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information, please see our [Recognition of Prior Learning Policy](#).

Appendices and Links

Appendix Name
Glossary of Terms
Malpractice and Maladministration Policy
Sanctions Policy
Standardisation Policy
Guidelines for Use of the Open Awards Logo
Centre Handbook
Recognition of Prior Learning Policy and Procedures
Plagiarism Policy
Invoicing Policy
Equality and Diversity Policy
Customer Service Statement
Complaints Policy and Procedures
Enquiries and Appeals Policy and Procedures
Access to Fair Assessment Policy
Report of Suspected Malpractice (Form M1)
Ofsted Further Education and Skills Inspection Handbook

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Level 4 Certification in Education and Training

Teaching Observation Record Form



Learner Name			
Observer Name			
Teaching Observation Number (please circle)	1	2	3
Date and Time of Observation			

Observation Feedback	
Lesson Planning	
Teaching and Learning Strategies	
Use of Resources	
Subject Knowledge	
Communication and interaction with learners	
Assessment and Feedback	

Differentiation	
Use of ICT	
Support of English and Maths Needs	
Overall Feedback	

Strengths	Weaknesses

Indicative Ofsted Grade	1	2	3	4
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Observer signature

Date
