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# Open Awards Level 3 Award in Education and Training

(RQF)(Level 3)

Award (601/0503/3)



QUALIFICATION GUIDE

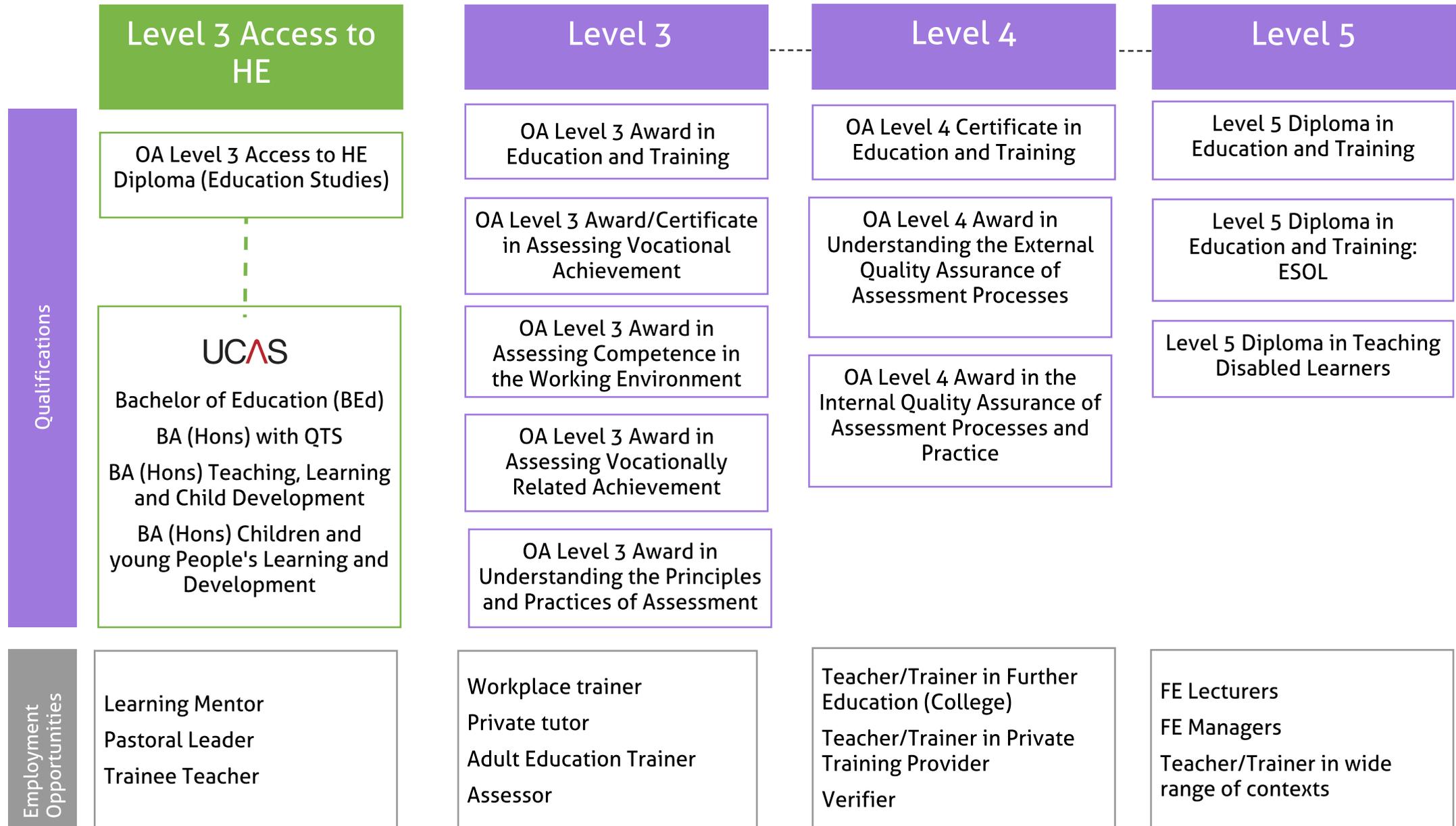
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# Pathways to Employment Education and Training



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## About the Qualification

|                           |   |
|---------------------------|---|
| <b>Title (RQF)</b>        | Open Awards Level 3 Award in Education and Training (RQF) |
| <b>QAN</b>                | 601/0503/3  |
| <b>Sector</b>             | 13.1 Teaching and Lecturing                               |
| <b>Level</b>              | 3   |
| <b>Funding</b>            | <a href="#">Please click here for more information.</a>   |
| <b>Fees &amp; Charges</b> | <a href="#">Please click here for more information.</a>   |
| <b>Review Date</b>        | 31 <sup>st</sup> December 2021                            |

|                           |   |
|---------------------------|---|
| <b>Ofqual Purpose</b>     | C – Prepare for Employment                                  |
| <b>Ofqual Sub-Purpose</b> | C1 – Prepare for Employment in a Specific Occupational Area |

| <b>Rules of Combination</b>                                       |                                       |
|---|---------------------------------------|
| Credit Value of the Qualification:                                | 12                                    |
| Minimum Credits to be achieved at the level of the qualification: | 12                                    |
| Mandatory Units A:  | All 3 credits to be achieved          |
| Optional Unit Group B:  | A minimum of 6 credits to be achieved |
| Optional Unit Group C:  | A minimum of 3 credits to be achieved |

| <b>Total Qualification Time/Guided Learning</b>   |     |
|---|-----|
| <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 <a href="#">click here</a></i> |     |
| Total Qualification Time (hours)  | 120 |
| Guided Learning (hours)   | 55  |

| <b>Age Range and Restrictions:</b>                   |   |
|--|---|
| Pre-16   | X |
| 16-18  | X |
| 19+  | ✓ |
| Any other restrictions specific to the qualification | ✓ |

| <b>Any specified entry requirements</b>   |
|---|
| Although no formal qualifications are required on entry, 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. |

There are no other nationally agreed entry requirements.

### **Recommended Assessment Method**

Learners will be required to complete a portfolio of evidence.

There is a requirement for each learner to complete a microteaching sessions or to undertake observed and assessed practice in a real working environment. Please see 'Delivering this Qualification' section for more information.

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.

### **Other Qualifications in this Suite**

[Open Awards Level 4 Certificate in Education and Training \(RQF\)](#)

[Open Awards Level 3 Award in Understanding the Principles and Practices of Assessment \(RQF\)](#)

[Open Awards Level 3 Award in Assessing Competence in the Work Environment \(RQF\)](#)

[Open Awards Level 3 Award in Assessing Vocationally Related Achievement \(RQF\)](#)

[Open Awards Level 3 Certificate in Assessing Vocational Achievement \(RQF\)](#)

[Open Awards Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice \(RQF\)](#)

[Open Awards Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice \(RQF\)](#)

[Open Awards Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice \(RQF\)](#)

[Open Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice \(RQF\)](#)

# Purpose Statement

## Open Awards Level 3 Award in Education and Training (RQF)

The primary purpose of the Open Awards Level 3 Certificate in Education and Training is to prepare you for employment in a specific occupational area. 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 aspires to work in the profession
- An individual currently teaching and training (including those who have just begun teaching and training)
- Individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching



### What does this qualification cover?

To achieve the qualification you will be required to achieve 12 credits and to commit to approximately 120 hours of learning. You will need to achieve 3 Mandatory credits, 6 credits from the Optional Unit Group B, and 3 credits from the Optional Unit Group C.

The **Mandatory** unit is 'Understand Roles, Responsibilities and Relationships in Education and Training.'

**Optional** units available include:

- Facilitate Learning and Developing in Groups
- Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training
- Understand the Principles and Practices of Assessment

For the unit 'Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training', you will be required to be involved in at least one hour of microteaching. This will include delivering at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team.

There is a requirement to undertake observed and assessed practice in a real work environment for some of the units.



## 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 are the Progression Opportunities?

The Level 3 Award in Education and Training serves as a sound Introduction to the sector and will support progression into a teaching or training role.

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

- Level 4 Certificate in Education and Training (RQF)



## 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 may be required to complete a microteaching session or to undertake observed and assessed practice in a real working environment. Additional assessment information can be found on individual unit content.

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## 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 Training.

# Qualifications Units

## Open Awards Level 3 Award in Education and Training (RQF)

### Mandatory Units Group A

| QAC Code   | Unit Name   | Credits | Level       |
|------------|---|---------|-------------|
| J/507/8945 | <a href="#">Understanding Roles, Responsibilities and Relationships in Education and Training</a> | 3       | Level Three |

### Optional Unit Group B

| QAC Code   | Unit Name  | Credits | Level       |
|------------|--|---------|-------------|
| A/615/5370 | <a href="#">Facilitate Learning and Development in Groups</a>  | 6       | Level Three |
| J/508/5023 | <a href="#">Facilitate Learning and Development for Individuals</a>  | 6       | Level Three |
| F/615/5371 | <a href="#">Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training</a> | 6       | Level Three |

### Optional Unit Group C

| QAC Code   | Unit Name  | Credits | Level       |
|------------|--|---------|-------------|
| J/615/5372 | <a href="#">Understanding the Principles and Practices of Assessment</a> | 3       | Level Three |
| L/615/5373 | <a href="#">Understanding Assessment in Education and Training</a>       | 3       | Level Three |

## 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 Certificate 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 minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following optional unit:

- 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:

- Facilitate Learning and Development for Individuals
- 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 practice hours required and the number of hours to be observed and assessed are not specified for Learning and Development units.

## **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   |
|---|
| <a href="#">Glossary of Terms</a>                                       |
| <a href="#">Malpractice and Maladministration Policy</a>                |
| <a href="#">Sanctions Policy</a>  |
| <a href="#">Standardisation Policy</a>                                  |
| <a href="#">Guidelines for Use of the Open Awards Logo</a>              |
| <a href="#">Centre Handbook</a>   |
| <a href="#">Recognition of Prior Learning Policy and Procedures</a>     |
| <a href="#">Plagiarism Policy</a>                                       |
| <a href="#">Invoicing Policy</a>  |
| <a href="#">Equality and Diversity Policy</a>                           |
| <a href="#">Customer Service Statement</a>                              |
| <a href="#">Complaints Policy and Procedures</a>                        |
| <a href="#">Enquiries and Appeals Policy and Procedures</a>             |
| <a href="#">Access to Fair Assessment Policy</a>                        |
| <a href="#">Report of Suspected Malpractice (Form M1)</a>               |
| <a href="#">Ofsted Further Education and Skills Inspection Handbook</a> |

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