



Qualification Specification

STA Level 3 Award in Education and Training

This qualification is regulated by Ofqual (England)

STA Level 3 Award in Education and Training

Qualification Number: 601/1013/2

12 Credits made up of 3 credits from Group A, 6 credits from Group B and 3 credits from Group C

Unit Structure

This qualification consists of 1 mandatory unit and 5 optional units.

Mandatory Unit – Group A

Unit Title	Code	Unit Level	GLH
Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	12

Optional Units – Group B

Understanding and using inclusive approaches in education and training	D/505/0052	3	24
Facilitate learning and development for individuals	J/502/9549	3	25
Facilitate learning and development in groups	F/502/9548	3	25

Optional Units – Group C

Understanding the principles and practices of assessment	D/601/5313	3	24
Understanding assessment in education and training	R/505/0050	3	12

GLH = Guided Learning Hours

Total Qualification Time: 120 Hours

Note: STA offers the Understanding and using inclusive approaches in education and training from Group B and Understanding the principles and practices of assessment from Group C.

Qualification Delivery

The Level 3 Award in Education and Training can be delivered as a face-to-face course, either as an intensive course (over 5 days) or run over a period of weeks. If the course is delivered face-to-face, the ratio of learners to tutor is 12:1.

The qualification can also be delivered via distance learning. The theory elements are completed by written assignments and externally marked by an assessor. The practical elements are completed under the observation of a qualified assessor and work products.

Assignments and assessment decisions are subject to Internal Quality Assurance and External Quality Assurance activity.

Introduction

The Level 3 Award in Education and Training is an introductory teaching qualification, with no requirement to practice, which makes it ideal for those that aspire to become teachers / trainers, or those who have only just started in the profession. The role of a teacher / trainer in the education and training sector is a varied one. It involves planning, delivering and evaluating sessions that meet the needs of the learners and the requirements of the course. It includes record keeping and giving feedback.

Qualification Objective

The STA Level 3 Award in Education and Training qualification objective is to provide learners with the knowledge to be able to understand the roles, responsibilities and relationships in education and training. It is designed to provide learners with the knowledge and skills to be able to deliver education and training to individuals or groups in an area they are technically competent in and to provide learners with the knowledge to be able to understand assessment and the processes involved when assessing a learner.

Target Learners

The STA Level 3 Award in Education and Training is intended for learners who are considering a career in education and training or who currently work in a role within education and training but do not hold an equivalent or higher qualification. It could also meet the needs of those who are currently practicing as an assessor and wish to move into a teaching and training role.

Progression

Once qualified learners may wish to develop their knowledge and skills by completing the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training.

Note: The Level 3 Award in Education and Training is not a pre-requisite requirement to access the above higher qualifications.

Industry Standards

The STA Level 3 Award in Education and Training is underpinned by the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training and links to the National Occupational Standards in Training and Development.

Entry Requirements

- Be 19 years of age or older
 - Have a good understanding of information and communications technologies (ICT)
 - Have the ability to read and communicate clearly and accurately in written and spoken standard English
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Special Consideration and Reasonable Adjustments

For further information on these, please refer to the policies section on the Safety Training Awards website:

<https://www.safetytrainingawards.co.uk/policies/>

Awarding Organisation Policies

A full list of awarding organisation policies are available on the website:

<https://www.safetytrainingawards.co.uk>

Any Other Requirements

Learners must be involved in at least one hour of micro-teaching. Learners must deliver at least one 15 minute micro-teach session that is observed and assessed by a competent assessor. The remaining 45 minutes can be from further delivery of micro-teach sessions or the learners observing micro-teach sessions delivered by other learners.

Grading Format

Competent / Not competent

Assessment Methods

The theory elements of unit 1 , unit 2 and unit 3 are assessed by the completion of written assignments which are then marked by a suitably qualified assessor. Professional discussion can take place to support information provided. Incorrect or insufficient answers can be corrected and re-submitted.

The practical elements within unit 2 are assessed through the observation of practice and work products. Questions can be asked of the learner during the observation to confirm understanding.

All learning outcomes and assessment criteria in the units must be achieved in order for the learner to be deemed competent and pass the qualification.

Tutor Requirements

All tutors must have the skills, knowledge and experience to be able to deliver this qualification. Each tutor is required to hold:

- Level 3 Award in Education and Training, or
- Level 4 Certificate in Education and Training, or
- Level 5 Diploma in Education and Training, or
- Certificate in Education.

Note: Acceptable equivalents to the above are the suite of Preparing to Teach in the Lifelong Learning Sector qualifications (12 credits), PTLLS, CTLLS and DTLLS.

Assessor Requirements

All assessors must have the skills, knowledge and experience to be able to assess this qualification. Each assessor is required to hold the following:

- Already hold the qualification (or previous equivalent qualification) they are assessing
- 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, or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- Show current evidence of continuing professional development in assessment and quality assurance.

IQA Requirements

All Internal Quality Assurers must have the skills, knowledge and experience to be able to internally quality assure this qualification. Each Internal Quality Assurer is required to hold the following:

- 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, 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.
 - Show current evidence of continuing professional development in assessment and quality assurance.
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Resource Requirements

- Studying for the STA Level 3 Award in Education and Training
- Study Skills Guide
- The Award in Education and Training by Ann Gravells.

Unit Specification

Unit Title	Understanding the roles, responsibilities and relationships in education and training
Learning Outcomes	Assessment Criteria
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

Unit Specification

Unit Title	Understanding and using inclusive teaching and learning approaches in education and training
Learning Outcomes	Assessment Criteria
1. Understand inclusive teaching and learning approaches in education and training	1.1 Describe features of inclusive teaching and learning 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs 1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skill
2. Understand ways to create an inclusive teaching and learning environment.	2.1 Explain why it is important to create an inclusive teaching and learning environment 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. 2.3 Explain ways to engage and motivate learners 2.4 Summarise ways to establish ground rules with learners
3. Be able to plan inclusive teaching and learning	3.1 Devise an inclusive teaching and learning plan 3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
4. Be able to deliver inclusive teaching and learning	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs 4.2 Communicate with learners in ways that meet their individual needs 4.3 Provide constructive feedback to learners to meet their individual needs
5. Be able to evaluate the delivery of inclusive teaching and learning	5.1 Review the effectiveness of own delivery of inclusive teaching and learning 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning

Unit Specification

Unit Title	Understanding the principles and practices of assessment
Learning Outcomes	Assessment Criteria
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
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 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners.
5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • Sufficient • Authentic; and • Current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • Made against specified criteria • Valid • Reliable; and • Fair
6. Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process 6.2 Summarise quality assurance and standardisation procedures in own area of practice 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.
7. Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment 7.2 Explain how feedback and questioning contribute to the assessment process.
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.