

QUALIFICATION SPECIFICATION

FAA LEVEL 3 AWARD IN **EDUCATION AND TRAINING** (RQF)



The FAA Level 3 Award in Education and Training is an introduction into teaching and is the first step into the post-16 education and training sector.

The education and training suite of teaching qualifications is considered to be the 'gold standard' within the industry.

Successful learners will be able to begin a career in teaching and the qualification will allow them to plan, deliver and assess training in many different sectors.

QUALIFICATION SPECIFICATION

Qualification structure

The qualification is regulated in the UK and awarded by First Aid Awards (FAA). FAA are an awarding organisation regulated by Ofqual.

The FAA Level 3 Award in Education and Training sits on Ofqual's Regulated Qualifications Framework (RQF).

The qualification consists of three units which learners must successfully complete to achieve the full qualification.

FAA LEVEL 3 AWARD IN EDUCATION AND TRAINING (RQF)			Credit value	Level	GLH	TQT
QAN	603/6905/X		12	3	60	120
Unit number	Unit title	URN				
1	Understanding roles, responsibilities and relationships in education and training	T/618/5712	3	3	12	24
2	Understanding and using inclusive teaching and learning approaches in education and training	A/618/5713	6	3	24	48
3	Understanding the principles and practice of assessment	F/618/5714	3	3	24	48

QAN – Qualification Accreditation Number

URN – Unit Reference Number

GLH – Guided Learning Hours

TQT – Total Qualification Time

Entry requirements

The qualification is available to learners 19 or over.

Learners undertaking the qualification should meet the [minimum core guidance](#) skills in maths, English and ICT, which can be evidenced by holding a GCSE or equivalent in these subjects. If a learner does not meet the requirements of the minimum core guidance, they must document any shortfall and have in place an action plan to address this.

Qualification delivery

The qualification has 60 assigned guided learning hours (GLH) and 120 hours total qualification time (TQT). GLH indicates the number of classroom contact hours that the learner will undertake. TQT includes GLH but also considers any unsupervised learning and is an estimate of how long the average learner will take to complete the qualification.

The qualification must be delivered over a minimum of 5 days and the class ratio for this qualification is a maximum of 12 learners to 1 trainer/assessor.

Certification

On successful completion learners will receive certification confirming their achievement of the Ofqual regulated FAA Level 3 Award in Education and Training (RQF).

Progression

Learners wishing to progress in the field of teaching should consider completing either the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training.

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Learning outcomes and assessment criteria

A regulated qualification has set learning outcomes and assessment criteria. The learning outcomes describe the skills and knowledge a learner will gain by successfully completing the qualification. The assessment criteria state the skills, knowledge and competence a learner will be required to demonstrate during the course assessment. A learner must successfully achieve all assessment criteria to be awarded the qualification.

UNIT 1 - UNDERSTANDING ROLES, RESPONSIBILITIES AND RELATIONSHIPS IN EDUCATION AND TRAINING

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
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 2 - UNDERSTANDING AND USING INCLUSIVE TEACHING AND LEARNING APPROACHES IN EDUCATION AND TRAINING

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
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 skills
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

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UNIT 3 - UNDERSTANDING THE PRINCIPLES AND PRACTICE OF ASSESSMENT

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
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 • Current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • Made against specified criteria • Valid • Reliable • 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

ASSESSMENT INFORMATION

The qualification is assessed through the completion of a portfolio of evidence consisting of two theoretical assignments and one practical assignment giving an overall value of 12 learning credits.

All learners must successfully meet the assessment criteria by demonstrating their underpinning knowledge through the submission of a portfolio of evidence. On successful completion of internal quality assurance, the learner is awarded the qualification. There is no grading of the assessment; a learner either passes or is referred.

Practical demonstration

Learners are required to deliver two sessions of microteaching to demonstrate their ability regarding inclusive learning and teaching. A learner will receive feedback from their peers and observe additional microteaching sessions, provide feedback to others, and reflective practice through reflective journals and self-evaluation.

Learners are required to plan, prepare and present their allocated microteach/teaching session creating schemes of work, session plans and resources. This evidence will form part of their portfolio.

Portfolio of evidence

All other assessment criteria should be evidenced through the completion of the delegates personal portfolio.