



YMCA Level 3 Award in Education and Training (601/1846/5)

Qualification Specification

A person is shown from the chest up, holding a white marker and writing on a whiteboard. The whiteboard is filled with handwritten words related to education and training. The person's face is slightly blurred, and they are wearing a dark jacket. The background is dark, making the white text stand out.

coach learning ability
practice instruction
Training mentor
advising education
development workshop
skill teaching knowledge
motivation

YMCA Awards

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Level 3 Award in Education and Training

Qualification Specification

Qualification number: 601/1846/5

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles and, most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for Curriculum, Examinations and Assessment)
- QIW (Qualifications Wales)

Qualification aim

The aim of this qualification is to provide an introduction to teaching and prepare an individual for employment in a specific occupational area.

Overview of knowledge, skills and understanding

Skills, knowledge and understanding relating to the qualification:

On completion, learners will:

- Understand the teaching role and responsibilities in education and training
- Understand ways to maintain a safe and supportive learning environment
- Understand the relationships between teachers and other professionals in education and training
- Understand the types and methods of assessment used in education and training
- Understand how to use constructive feedback, keep records and involve learners and others in the assessment process
- Understand quality assurance and the legal and good-practice requirements in relation to assessment
- Be able to plan, deliver and evaluate inclusive teaching and learning
- Be able to facilitate one to one and group learning and development.

Target group and age range

This qualification is aimed at learners aged 16+ and can meet the needs of a range of trainee teachers, such as:

- Individuals not currently teaching or training (achievement of the qualification does not require practice other than microteaching – unless units from the Learning and Development suite of qualifications are selected).
- Individuals currently teaching and training (including those who have just begun doing so). Although the qualification does not require practice other than microteaching (unless units from the Learning

and Development suite of qualifications are selected), opportunities may arise 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.

Qualification structure

The Level 3 Award in Education and Training is a 12-credit qualification. To achieve this award a combination of the following units needs to be achieved:

Group A: 3 credits must be achieved from this group

| Unit reference number | Unit title | Level | Credit |
|-----------------------|---|-------|--------|
| H/505/0053 | Understanding roles, responsibilities and relationships in education and training | 3 | 3 |

Group B: 6 credits must be achieved from this group

| Unit reference number | Unit title | Level | Credit |
|-----------------------|--|-------|--------|
| D/505/0052 | Understanding and using inclusive teaching and learning approaches in education and training | 3 | 6 |
| J/502/9549 | Facilitate learning and development for individuals | 3 | 6 |
| F/502/9548 | Facilitate learning and development in groups | 3 | 6 |

Group C: 3 credits must be achieved from this group

| Unit reference number | Unit title | Level | Credit |
|-----------------------|--|-------|--------|
| R/505/0050 | Understanding assessment in education and training | 3 | 3 |
| D/601/5313 | Understanding the principles and practices of assessment | 3 | 3 |

The Total Qualification Time (TQT) for this qualification is 120. The Guided Learning Hours (GLH) assigned are 48.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours, that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for guided learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- eLearning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)

- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record [LAR] at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no entry requirements.

Staff approval requirements can be found by viewing this page on our website:
www.ymcaawards.co.uk/qualifications/level-3-qcf/award-education-and-training

Opportunities for progression

Learners can choose to study further qualifications to develop knowledge and skills in Education and Training, for example:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

Mapping to standards

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) continue to underpin practice in the sector. This qualification relates to the Professional Standards in Education and Training. The standards are available at the Learning and Skills Improvement Service Excellence Gateway, www.excellencegateway.org.uk.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements, please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QiW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is unit-based and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated, the observation can be simulated and internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion, etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Awards Level 3 Award in Education and Training is assessed through Internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations

- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the suggested example in the 'Qualification content' section of this specification.

External assessment

There is no external assessment for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Understanding roles, responsibilities and relationships in education and training (H/505/0053)

Unit aim

The purpose of this unit is to enable the trainee-teacher to understand the roles and responsibilities of a teacher and the relationship between different professionals in education and training. This includes ways to promote a safe and supportive learning environment in which learners feel included.

Unit content

The learner will:

1. Understand the teaching role and responsibilities in education and training

The learner can:

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

The learner will:

2. Understand ways to maintain a safe and supportive learning environment

The learner can:

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

The learner will:

3. Understand the relationships between teachers and other professionals in education and training

The learner can:

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

Assessment specification

- Article

Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)

Unit aim

The purpose of this unit is to enable the trainee-teacher to understand and use inclusive teaching and learning approaches to meet the needs of learners. It explains 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 trainee-teacher to deliver a microteaching session and to evaluate their own delivery practice.

Unit content

The learner will:

1. Understand inclusive teaching and learning approaches in education and training

The learner can:

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

The learner will:

2. Understand ways to create an inclusive teaching and learning environment

The learner can:

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

The learner will:

3. Be able to plan inclusive teaching and learning

The learner can:

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

The learner will:

4. Be able to deliver inclusive teaching and learning

The learner can:

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

The learner will:

5. Be able to evaluate the delivery of inclusive teaching and learning

The learner can:

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

Assessment specification

- Knowledge questions
- Microteaching session

Facilitate learning and development for individuals (J/502/9549)

Unit aim

The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be useful for someone in a coaching or mentoring role, who needs to be comfortable using a variety of methods.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

Unit content

The learner will:

1. Understand principles and practices of one to one learning and development.

The learner can:

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

The learner will:

2. Be able to facilitate one to one learning and development

The learner can:

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

The learner will:

3. Be able assist individual learners in applying new knowledge and skills in practical contexts

The learner can:

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

The learner will:

4. Be able to assist individual learners in reflecting on their learning and/or development

The learner can:

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

Assessment specification

- Presentation or worksheet
- Observed teaching session

Facilitate learning and development in groups (F/502/9548)

Unit aim

The aim of this unit is to assess a learning and development practitioners' understanding of group dynamics and facilitating learning and development in groups. Practitioners need to be competent users of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, eLearning, blended learning, role plays, simulations and experiential learning.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

Unit content

The learner will:

1. Understand principles and practices of learning and development in groups

The learner can:

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

The learner will:

2. Be able to facilitate learning and development in groups

The learner can:

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

The learner will:

3. Be able to assist groups to apply new knowledge and skills in practical contexts

The learner can:

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.

The learner will:

4. Be able to assist learners to reflect on their learning and development undertaken in groups

The learner can:

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

Assessment specification

- Presentation or worksheet
- Observed teaching session

Understanding assessment in education and training (R/505/0050)

Unit aim

The purpose of this unit is to enable the trainee-teacher to understand how different types and methods of assessment are used in education and training. It explains how practitioners can involve learners in assessment and requirements for record keeping.

Unit content

The learner will:

1. Understand types and methods of assessment used in education and training

The learner can:

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

The learner will:

2. Understand how to involve learners and others in the assessment process

The learner can:

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

The learner will:

3. Understand the role and use of constructive feedback in the assessment process

The learner can:

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

The learner will:

4. Understand requirements for keeping records of assessment in education and training

The learner can:

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

Assessment specification

- Worksheet

Understanding the principles and practices of assessment (D/601/5313)

Unit aim

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

Unit content

The learner will:

1. Understand the principles and requirements of assessment

The learner can:

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

The learner will:

2. Understand different types of assessment method

The learner can:

2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

The learner will:

3. Understand how to plan assessment

The learner can:

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

The learner will:

4. Understand how to involve learners and others in assessment

The learner can:

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

The learner will:

5. Understand how to make assessment decisions

The learner can:

5.1 Explain how to judge whether evidence is:

- sufficient
- authentic
- current

5.2 Explain how to ensure that assessment decisions are:

- made against specified criteria
- valid
- reliable
- fair

The learner will:

6. Understand quality assurance of the assessment process

The learner can:

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

The learner will:

7. Understand how to manage information relating to assessment

The learner can:

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

The learner will:

8. Understand the legal and good practice requirements in relation to assessment

The learner can:

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 specification

- Worksheet



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

To view YMCA Awards' full range of qualifications please visit www.ymcaawards.co.uk.

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