



## **Qualification Specification**

### **Level 3 Certificate in Teaching, Training and Assessment**

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## Introduction

The **Level 3 Certificate in Teaching, Training and Assessment** is aimed at individuals working in a learning and development role, such as assessors or trainers, who are required to deliver teaching or training and assess skills, knowledge and understanding in the workplace, workshops, classrooms and other training environments. It aims to equip candidates with the knowledge of how to plan and deliver learning sessions that incorporate assessment.

The learning outcomes cover knowledge principles of teaching, training and assessment and competence skills.

There are no formal **entry requirements** for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

**Recognition of Prior Learning (RPL)** could be used to meet evidence requirements if the evidence is current and valid (less than two years old).

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

## Qualification Profile

Qualification title	<b>ProQual Level 3 Certificate in Teaching, Training and Assessment</b>
Ofqual qualification number	601/6821/3
Level	3
Total Qualification Time	90 hours
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/8/15
Qualification end date	

## Qualification Structure

Candidates must complete two mandatory units:

- L/507/5223 Principles of teaching, training and assessment
- F/507/5221 Delivery of teaching, training and assessment

## Learning Outcomes and Assessment Criteria

### Unit L/507/5223

### Principles of teaching, learning and assessment, Level 3

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles of teaching and training	<ul style="list-style-type: none"><li>1.1 Identify different teaching and training methods</li><li>1.2 Explain the purpose for using different teaching and training methods</li><li>1.3 Explain the main features of the different teaching and training methods</li><li>1.4 Explain the benefits and limitations of the different teaching and training methods</li><li>1.5 Explain the factors which determine the choice of teaching and training method</li></ul>
2 Understand the principles of planning in teaching and training	<ul style="list-style-type: none"><li>2.1 Explain the importance of the training cycle when planning teaching and training</li><li>2.2 Explain factors to be considered when planning teaching and training</li><li>2.3 Identify the components of a teaching and training session plan</li></ul>
3 Understand how to evaluate teaching and training sessions	<ul style="list-style-type: none"><li>3.1 Identify factors that influence the implementation of a session plan</li><li>3.2 Explain why delivery of teaching and training must meet the needs of<ul style="list-style-type: none"><li>• an individual</li><li>• a group</li></ul></li><li>3.3 Explain the purpose of evaluating teaching and training</li><li>3.4 Explain the principles of evaluating teaching and training</li><li>3.5 Identify methods used for evaluating teaching and training</li></ul>
4 Understand the principles and requirements of assessment	<ul style="list-style-type: none"><li>4.1 Explain the function of assessment in learning and development</li><li>4.2 Define the key concepts and principles of assessment</li><li>4.3 Explain the responsibilities of the assessor</li></ul>
5 Understand different types of assessment method	<ul style="list-style-type: none"><li>5.1 Compare the strengths and limitations of a range of assessment methods</li></ul>
6 Understand how to plan assessment	<ul style="list-style-type: none"><li>6.1 Summarise key factors to consider when planning assessment</li><li>6.2 Evaluate the benefits of using a holistic approach to assessment</li><li>6.3 Explain how to plan a holistic approach to assessment</li><li>6.4 Summarise the types of risks that may be involved in assessment</li><li>6.5 Explain how to minimise risks through the planning process</li></ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
7 Understand how to make assessment decisions	7.1 Explain how to judge whether evidence is sufficient, authentic and current 7.2 Explain how to ensure that assessment decisions are made against specified criteria, valid, reliable and fair
8 Understand quality assurance of the assessment process	8.1 Evaluate the importance of quality assurance in the assessment process 8.2 Summarise quality assurance procedures, including the procedure to follow when there are disputes concerning assessment decisions

## Assessment Guidance

Candidates must meet all of the assessment criteria.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Assessors must use assessment methods appropriate to the assessment of knowledge, e.g. e-assessment, multiple choice controlled assessment, questioning, assignments, etc.

**Unit F/507/5221**  
**Delivering teaching, training and assessment**  
**Level 3**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to use different methods of teaching or training delivery to ensure learning	1.1 Select a method of delivery to meet the needs of the learner 1.2 Prepare resources and activities that support delivery of the learning 1.3 Create a learning environment that supports effective delivery of the learning 1.4 Deliver teaching and training sessions 1.5 Use effective communication in delivery of teaching and training sessions
2 Be able to evaluate the delivery of teaching and training sessions	2.1 Review the effectiveness of the method of delivery 2.2 Evaluate the contribution of resources in delivering the objectives of the learning 2.3 Analyse feedback from learners to inform future teaching and training sessions 2.4 Use review and feedback to plan adaptations to learning materials and activities
3 Be able to prepare the assessment of the outcome of teaching and training sessions	3.1 Select methods to assess skills, knowledge and achievement 3.2 Prepare resources for the assessment 3.3 Communicate the purpose, requirements and processes of assessment to the learner
4 Be able to carry out the assessment of skills, knowledge and achievement	4.1 Manage assessment to meet assessment requirements 4.2 Provide support to learners within agreed limitations 4.3 Analyse evidence of learner achievement 4.4 Make assessment decisions against specified criteria 4.5 Follow standardisation procedures 4.6 Provide feedback on assessment to learners 4.7 Maintain records of assessment
5 Maintain legal and good practice requirements when assessing skills, knowledge and understanding	5.1 Follow relevant policies, procedures and legislation relating to the assessment of skills, knowledge and understanding, including those for health, safety and welfare 5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism 5.3 Evaluate own work in carry out assessments of skills, knowledge and understanding 5.4 Undertake continuous professional development to ensure current expertise and competence in assessing skills, knowledge and understanding

## Assessment Guidance

Candidates must demonstrate their skills through the delivery of a minimum of two observed teaching or training sessions, a minimum of 30 minutes for each session, to either an individual, a group of learners or a group of their peers.

Each training session must include the delivery and assessment of a minimum of two vocational knowledge items or skills.

If the candidate has no 'live' learners they can select topics from a bank of scenarios which are appropriate to their experience in order to deliver the teaching or training sessions and assessment.

A bank of scenarios will be held by the ProQual centre.



## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

### Assessors/Internal Quality Assurance

Centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers will normally need to hold appropriate assessor or verifier qualifications, such as:

- ProQual Level 3 Certificate in Teaching, Training and Assessment
- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Assessment

Candidates must demonstrate the level of knowledge or competence described in the qualification. Assessment is the process of measuring a candidate's skills, knowledge and understanding against the standards set in the qualification.

Assessment guidance is included to assure consistency.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for the qualification.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing the unit achieved, and
- A certificate giving the full qualification title -

### **ProQual Level 3 Certificate in Teaching Training and Assessment**

#### **Claiming certificates**

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

#### **Replacement certificates**

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.



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