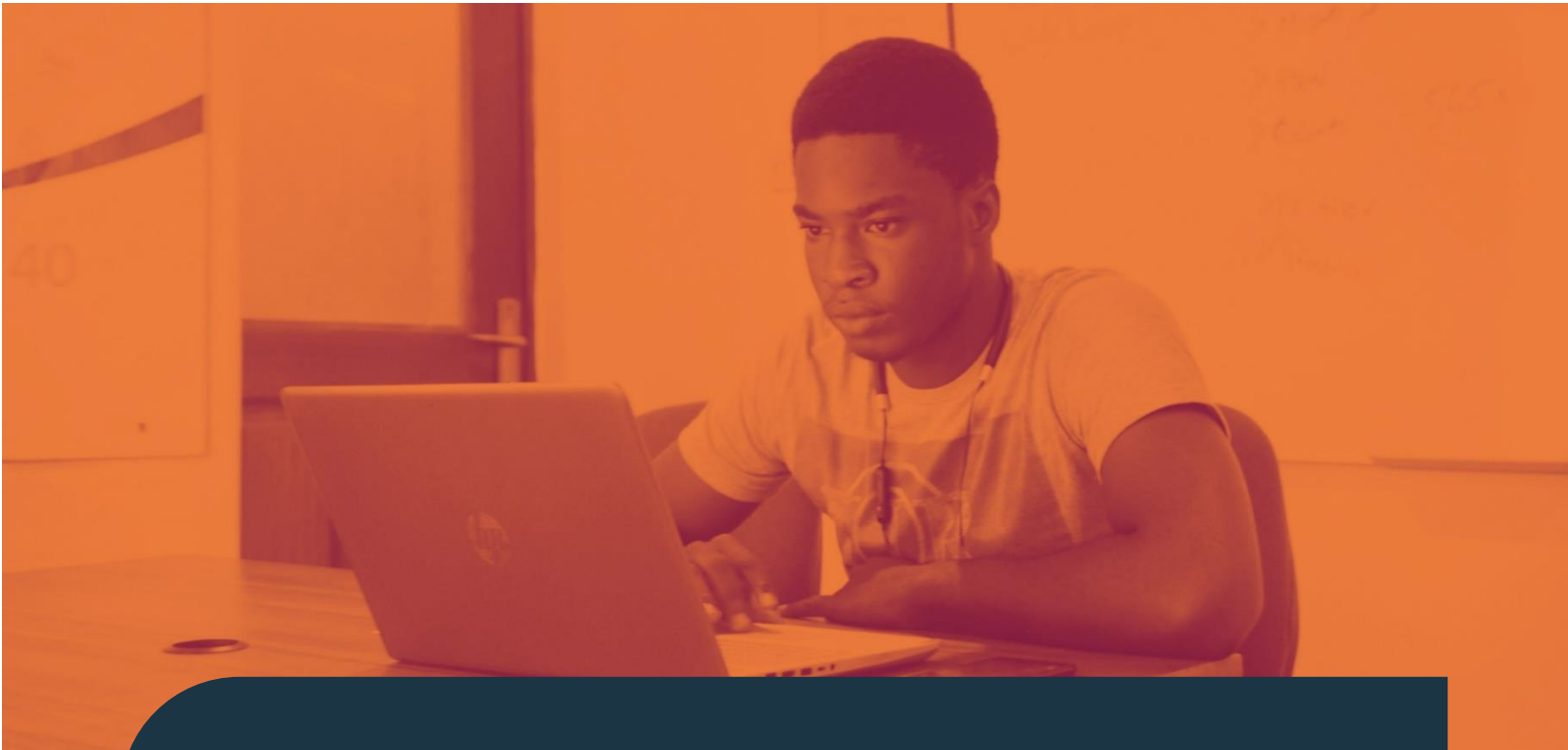




Qualification Guidance



## BIIAB Level 3 Award in Education and Training

Level 3 Award – 601/5960/1



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

### Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.2	July 2023	Reformatted Qualification Guide into new branding
2.3	Aug 2024	Revised review date

## Contents

About Us.....	1
Qualification Summary .....	3
About the BIIAB Level 3 Certificate in Assessing Vocational Achievement .....	4
Objective and Purpose of this Qualification .....	4
About this Guidance.....	5
BIIAB Qualifications Limited Customer Service .....	5
What are Rules of Combination (ROC)? .....	6
BIIAB Level 3 Certificate in Assessing Vocational Achievement Rules of Combination (ROC) and Structure .....	6
Age Restriction .....	7
Entry Requirements and Progression .....	8
Assessment.....	8
Initial Assessment and Induction .....	16
Resources .....	16
Design and Delivery.....	18
Format of Units .....	19
Initial Registration .....	21
Qualification Review and Feedback.....	21
Mandatory Units.....	22

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 3 Award in Education and Training – 601/5960/1						
<b>Qualification Purpose</b>	Prepare for employment in a specific occupational area.					
<b>Age Range</b>	<b>Pre 16</b>	<b>16-18</b>	<b>18+</b>	<b>19+</b>	<input checked="" type="checkbox"/>	
<b>Regulation</b>	The above qualification is regulated by Ofqual					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Practical Demonstration/Assignment</li> </ul>					
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)					
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges					
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
<b>Operational Start Date</b>	01/04/2015					
<b>Review Date</b>	31/07/2025					
<b>Operational End Date</b>						
<b>Certification End Date</b>						
<b>Guided Learning (GL)</b>	48 hours					
<b>Total Qualification Time (TQT)</b>	120 hours					
<b>Credit Value</b>	12					
<b>BIIAB Qualifications Limited Sector</b>	Education and Skills Workforce					
<b>Ofqual SSA Sector</b>	13.1 Teaching and Lecturing					
<b>Support from Trade Associations</b>						
<b>Administering Office</b>	See BIIAB Qualifications Limited web site					

## About the BIIAB Level 3 Award in Education and Training

This qualification has been developed by the Learning and Skills Improvement Service (LSIS) in conjunction with employers. An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for an award at Level 3 was supported as part of a suite of generic teaching and training qualifications including certificate and diploma qualifications. More information about the findings of the review can be found in the report Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two Findings Report (LSIS, 2013).

BIIAB Qualifications Limited has produced assessments and guidance in conjunction with employers and centres.

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Award in Education and Training	601/5960/1

## Objective and Purpose of this Qualification

The BIIAB Level 3 Award in Education and Training purpose is to provide an introduction to teaching.

It can meet the needs of learners who are trainee teachers, such as:

- individuals not currently teaching or training. Achievement of the qualification does not require practice other than microteaching/peer teaching unless units from the Learning and Development suite of qualifications are selected;
- individuals currently teaching and training (including those who have just begun teaching and training). Although the qualification does not require practice other than microteaching/peer teaching (unless units from the Learning and Development suite of qualifications are selected),

## Qualification Guidance

opportunities may be made available 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.
- 

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

The regulatory purpose of the qualification is to 'prepare for employment in a specific occupational area' (C2).

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

## About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

## BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries

## Qualification Guidance

- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

## What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## BIIAB Level 3 Award in Education and Training Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in Education and Training learners **must** gain a **total of 12** credits. This **must** consist of:

- Minimum total credit: **12**
- Mandatory Group A **minimum** credit: **3**
- Optional unit group 1 **minimum** credit: **6**
- Optional unit group 2 **minimum** credit: **3**
- A **minimum of 12** credits **must** be achieved through the completion of units at **Level 3**.
- Guided Learning hours (GLH): **48** hours
- Total Qualification Time (TQT): **120** hours

## Qualification Guidance

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Unit

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3	12	Assessment Knowledge Module

### Optional Unit Group 1

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET2	D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	3	6	24	Portfolio
ET3	J/502/9549	Facilitate learning and development for individuals #	3	6	25	Portfolio
ET4	F/502/9548	Facilitate learning and development in groups #	3	6	25	Portfolio

# Learning and Development unit

**This Rule of Combination continues on the following page**



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET5	R/505/0050	Understanding assessment in education and training	3	3	12	Portfolio
A1	D/601/5313	Understanding the principles and practices of assessment #*	3	3	24	Portfolio

# Learning and Development unit

\*Assessment Guidance is available to support deliver and assessment of this unit.

## Age Restriction

This qualification is appropriate for use in the following age ranges:

- 19+

## Entry Requirements and Progression

Before a learner commences this qualification there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT. Providers may wish to base this initial assessment on the personal skills requirements for literacy, language, numeracy and ICT identified in the document: Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills - A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013).

Learners should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers 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 actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements. However, learners must also be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

## Qualification Guidance

The qualification is designed to equip learners with the knowledge and skills to provide an introduction to teaching. It also will allow for progression into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 Certificate in Education and Training
- Career progression.

## Assessment

### Overview of assessment strategy

The qualification contains competence units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessment. The AKMs are internally marked assessments containing a series of assessment activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed using a portfolio following NVQ principles. Centres should use the AKM available from BIIAB Qualifications Limited because it assists both the trainee teachers and their assessors and will aid in standardisation. If centres wish to use alternative approaches then please contact your EQA prior to delivery.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

### Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

## Qualification Guidance

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## Assessment Strategy

All assessment must adhere to the assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessors, verifiers delivering, quality assuring and certifying the education and training qualification.

### Assessment strategy detail

The Level 3 unit, ET1 Understanding roles, responsibilities and relationships in education and training in this qualification, is also a mandatory unit in the Level 4 Certificate in Education and Training. It is recommended that this unit be delivered before other units in both the Award and Certificate qualifications in order to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

### Requirements of learners

Please see the entry requirements for more details of requirements for all learners that are not detailed in the units.

There is no minimum teaching practice requirement. However, there is a **minimum requirement** for trainee teachers to engage in observed and assessed microteaching/peer teaching for the following optional unit:

- ET2 Understanding and using inclusive teaching and learning approaches in education and training (Level 3).

For this unit, trainee teachers **must** be involved in **at least** one hour of microteaching/peer teaching.

## Qualification Guidance

Each trainee teacher **must** deliver at least one 15-minute microteaching/peer teaching 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/peer teaching sessions or observe the microteaching/peer teaching 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:

- ET3 Facilitate learning and development for individuals
- ET4 Facilitate learning and development in groups.

Evidence for learning outcomes 2, 3 and 4 for these units (ET3 and ET4) **must** come from performance in the work environment. Simulations, projects or assignments are **not** allowed.

For these units, practice should be in the appropriate context with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are **not** specified for these units.

### **Requirements for those delivering units and/or observing assessors, external and internal quality assurers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an

## Qualification Guidance

appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.
- All those delivering units and/or observing and assessing practice for the BIIAB Level 3 Award in Education and Training should have all of the following:
  - a teaching or training qualification (This does not include qualifications that only provide an introduction to teaching; for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards. However, the BIIAB may decide to accept individuals who do not meet this criterion if they have evidence of substantial and successful teaching experience in education and training);
  - evidence of relevant teaching experience in an education or training context;
  - access to appropriate guidance and support; and
  - on-going participation in related programme quality assurance processes.

**Requirement of Assessors of Learning and Development units ET3, ET4 and A1** - There are additional requirements for those who assess the Learning and Development units. Information about the assessment and quality assurance strategy for the Learning and Development units is provided below:

All those who assess these qualifications / units 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:

## Qualification Guidance

- Level 3 Award in Assessing Competence in the Work Environment; or
- Level 3 Certificate in Assessing Vocational Achievement; or
- The A1 qualification Assess candidate performance using a range of methods (please note this is not the unit contained within this qualification); 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.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

### IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

### **Requirement of Internal Quality Assurers of Learning and Development units ET3, ET4 and A1**

All those who are involved with the quality assurance of these qualifications/units internally must:

## Qualification Guidance

- 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 (please note this is not the unit contained within this qualification); 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; and
- show current evidence of continuing professional development in assessment and quality assurance.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

### EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

## Qualification Guidance

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

## Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

## Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.



## Qualification Guidance

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrixes, including a Summative Reflective account template
- Assessment Knowledge Modules (AKM's)
- Assessment Guidance for each of the AKM's and for unit A1
- Access to the units

## Qualification Guidance

All of these resources are available on request.

## Evidence Matrixes

BIIAB Qualifications Limited provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below.

It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria. It is not necessary to complete this where an AKM is available for the unit. However a matrix document is available for this unit should centres wish to use it.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other

## Qualification Guidance

### Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners' competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions, but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. Access to the AKM is available upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

### Assessor Guidance

These provide guidance for Assessors assessing specific units. A password will be provided to allow access this document upon approval for the qualification.

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).



## Qualification Guidance

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

## Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

### Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

## Qualification Guidance

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 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, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



## Qualification Guidance

### Initial Registration

#### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

#### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

#### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

### Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse



## Qualification Guidance

effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification.

## Understanding roles, responsibilities and relationships in education and training

<b>Unit Reference</b>	H/505/0053
<b>BIIAB Reference</b>	ET1
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	12
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.3)</b> 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



**Qualification Guidance**

	3.3 Describe points of referral to meet the individual needs of learners
--	--