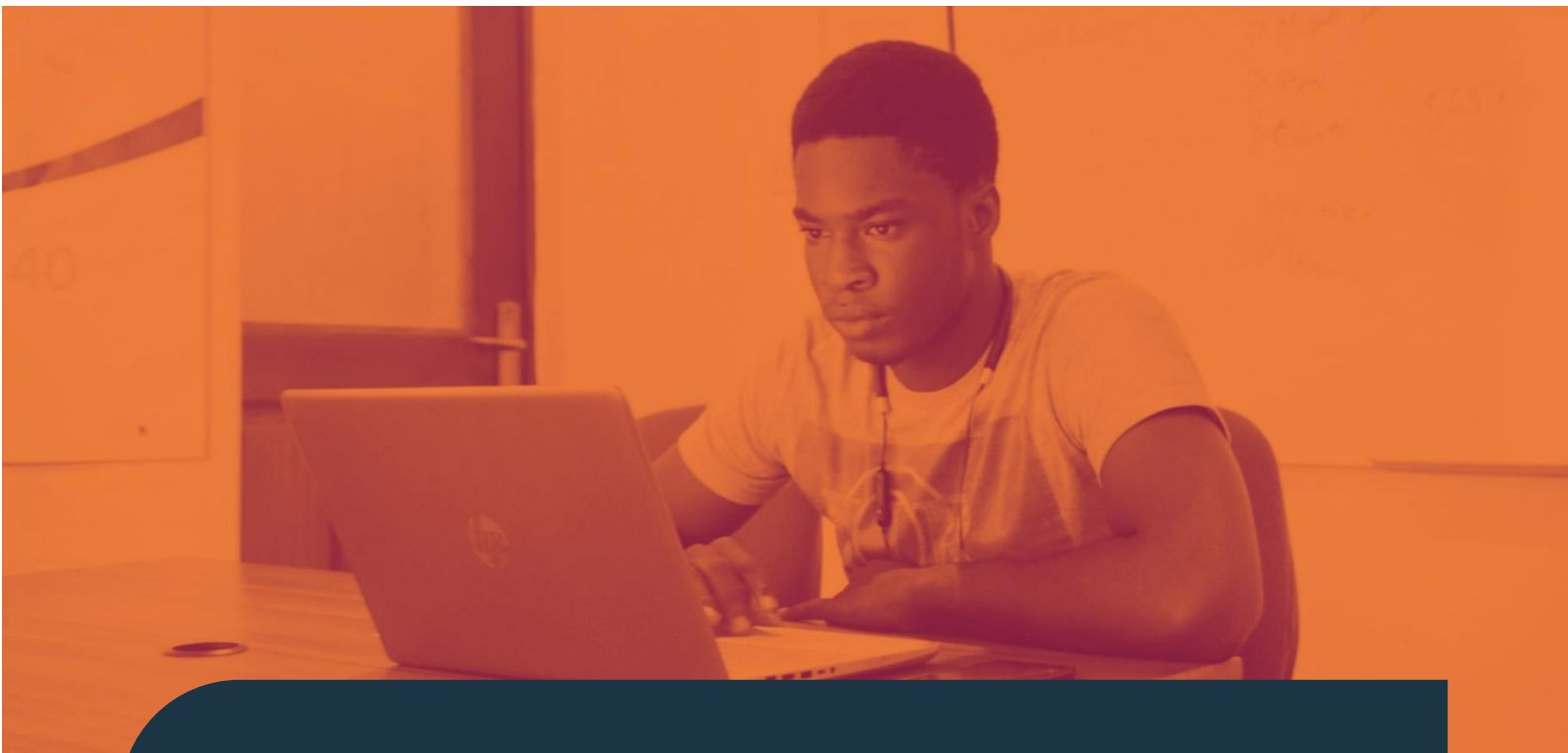




Qualification Guidance



BIIAB Level 4 Certificate in Education and Training

Level 4 Certificate – 601/5961/3



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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 provides access to a wide variety of information.

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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
2.1	July 2023	Reformatted Qualification Guide into new branding
2.2	July 2023	Op end date and cert end date added to Qualification Summary



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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 4 Certificate in Education and Training – 601/5961/3						
Qualification Purpose	The qualification allows candidates to progress into employment as teachers/trainers. This qualification is also suitable for those delivering education and training in any learning environment.					
Age Range	Pre 16	16-18	18+	19+	✓	
Regulation	The above qualification is regulated by Ofqual					
Assessment	<ul style="list-style-type: none"> • Portfolio of Evidence • Practical Demonstration/Assignment 					
Type of Funding Available	See FaLa (Find a Learning Aim)					
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges					
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
Operational Start Date	01/04/2015					
Review Date	30/06/2023					
Operational End Date	31/08/2023					
Certification End Date	31/12/2025					
Guided Learning (GL)	140 hours					
Total Qualification Time (TQT)	360 hours					
Credit Value	36					
BIIAB Qualifications Limited Sector	Education and Skills Workforce					
Ofqual SSA Sector	13.1 Teaching and Lecturing					
Support from Trade Associations						
Administering Office	See BIIAB Qualifications Limited web site					

About the BIIAB Level 4 Certificate 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 4 Certificate in Education and Training	601/5961/3

Objective and Purpose of this Qualification

The BIIAB Level 4 Certificate in Education and Training purpose is a first stage teaching qualification which has a teaching/training practice requirement. It is an 'in service' qualification designed for those working, or wishing to work, as teachers/trainers in England. The qualification allows candidates to progress into employment as teachers/trainers. This qualification is also suitable for those delivering education and training in any learning environment. It can meet the needs of learners who are trainee teachers, such as:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification;
- individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice

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requirements, including the observed and assessed practice requirements, of the qualification;

- individuals who are currently working as assessors who wish to achieve a teaching qualification.

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

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

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

- registration and certification enquiries

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- 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 4 Certificate in Education and Training Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Certificate in Education and Training learners **must** gain a **total of 36** credits. This **must** consist of:

- **Minimum** total credit: **36**
- Mandatory Group A **minimum** credit: **21**
- Optional unit group **minimum** credit: **15**
- A **minimum of 21** credits **must** be achieved through the completion of units at **Level 4** and above.
- Guided Learning hours (GLH): **140** hours
- Total Qualification Time (TQT): **360** hours

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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
ET6	A/505/1189	Planning to meet the needs of learners in education and training	4	3	15	Assessment Activity Module
ET7	M/505/0122	Delivering education and training	4	6	24	Assessment Activity Module
ET8	F/505/0125	Assessing learners in education and Training	4	6	24	Assessment Activity Module
ET9	L/505/0127	Using resources for education and Training	4	3	15	Assessment Activity Module

Optional Unit Group

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET10	M/503/5376	Action learning to support development of subject specific pedagogy	5	15	50	Portfolio
ET11	T/503/5380	Action research	5	15	50	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
A2	H/601/5314	Assess occupational competence in the work environment #	3	6	30	Portfolio
A3	F/601/5319	Assess vocational skills, knowledge and understanding #	3	6	30	Portfolio
ET12	F/505/0187	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes #	3	6	30	Portfolio
ET13	M/505/1089	Delivering employability skills #	4	6	20	Portfolio
ET14	A/502/9547	Develop and prepare resources for learning and development #	4	6	25	Portfolio
ET15	M/502/9545	Develop learning and development programmes #	4	6	30	Portfolio
ET16	H/505/1090	Developing, using and organising resources within a specialist area	5	15	50	Portfolio
ET17	Y/503/5310	Effective partnership working in the learning and teaching context	4	15	50	Portfolio
ET18	F/502/9551	Engage learners in the learning and development process #	3	6	30	Portfolio
ET19	Y/502/9555	Engage with employers to develop and support learning provision #	3	6	25	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET20	D/502/9556	Engage with employers to facilitate workforce development #	4	6	30	Portfolio
ET21	Y/503/5789	Equality and diversity	4	6	25	Portfolio
ET22	K/505/1091	Evaluating learning programmes	4	3	15	Portfolio
ET23	K/502/9544	Identify individual learning and development needs #	3	3	24	Portfolio
ET24	H/502/9543	Identify the learning needs of organisations #	4	6	30	Portfolio
ET25	L/503/5384	Inclusive practice #	4	15	50	Portfolio
IQA2	A/601/5321	Internally assure the quality of assessment #	4	6	45	Portfolio
ET26	A/502/9550	Manage learning and development in groups #	4	6	30	Portfolio
ET27	J/505/0188	Preparing for the coaching role #	4	3	15	Portfolio
ET28	L/505/0189	Preparing for the mentoring role #	4	3	15	Portfolio
ET29	T/505/1093	Preparing for the personal tutoring role	4	3	15	Portfolio
ET30	L/504/0231	Principles and practice of lipreading teaching	4	12	48	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET31	R/504/0229	Specialist delivery techniques and activities	4	9	30	Portfolio
ET32	J/505/1096	Teaching in a specialist area	4	15	50	Portfolio
ET33	Y/505/1099	Understanding and managing behaviours in a learning environment	4	6	20	Portfolio
ET34	L/505/1102	Understanding and managing behaviours in a learning environment	5	6	20	Portfolio
EQA1	F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment #	4	6	45	Portfolio
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment #	4	6	45	Portfolio
ET35	D/505/1105	Working with the 14-19 age range in education and training	4	9	30	Portfolio
ET36	J/503/4850	Analysing English language for literacy and language teaching	3	3	15	Portfolio
ET37	R/503/4852	Reading skills for literacy and language teaching	3	3	15	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ET38	D/503/4854	Speaking and listening skills for literacy and language teaching	3	3	15	Portfolio
ET39	K/503/4856	Writing skills for literacy and language teaching	3	3	15	Portfolio
ET40	T/503/4861	Using mathematics: academic subjects	3	6	30	Portfolio
ET41	A/503/4859	Using mathematics: personal and public life	3	6	30	Portfolio
ET42	F/503/4863	Using mathematics: professional and vocational contexts	3	6	30	Portfolio

Learning and Development unit

*Assessment Guidance is available to support delivery 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).

If trainees join the qualification programme having already completed a Level 3 Award in Education and Training (offered by either the BIIAB or another recognised Awarding Organisation), their record of development needs and any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

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Opportunities to develop these personal skills should be made available across the mandatory units as a minimum. BIIAB supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed by trainees are those most appropriate for their professional role as teachers.

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.

Individuals are not required to have achieved a BIIAB Level 3 Award in Education and Training before undertaking a Level 4 Certificate in Education and Training. However, some individuals undertaking a Level 4 Certificate in Education and Training may already have achieved a Level 3 Award in Education and Training. Please note that there is no transfer of practice permitted, including observed and assessed practice, from a previously achieved Level 3 Award in Education and Training.

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.

The unit ET1 Understanding roles, responsibilities and relationships in education and training in this qualification is also a mandatory unit in the Level 3 Award in Education and Training. Prior achievement of this unit can be carried forward and used as credit towards obtaining this qualification.

The qualification is designed to equip learners with the knowledge and skills to provide an introduction to teaching. It also will allow for a number of progression routes into Level 5 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Career progression

Trainee teachers who have achieved the Level 4 Certificate in Education and Training and who choose to progress to an AO-accredited Level 5 Diploma in Education and Training should have their prior achievement recognised. Recognition of prior learning (RPL) will apply between the mandatory credit from the Certificate and the unit Teaching, learning and assessment in education and training for the Level 5 Diploma in Education and Training. Trainees should not

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be required to present further evidence other than that required to demonstrate that their prior learning is at Level 4.

Trainee teachers who have achieved the BIIAB Level 4 Certificate in Education and Training can transfer twenty hours of practice and two hours of observed and assessed practice towards the practice requirements for the Level 5 Diploma in Education and Training.

Assessment

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.

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

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the assessors, verifiers delivering, quality assuring and certifying the education and training qualification.

ET1 Understanding roles, responsibilities and relationships in education and training

The Level 3 unit Understanding roles, responsibilities and relationships in education and training in this qualification is also a mandatory unit in the Level 3 Award 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.

Practice component

The practice component itself is a vital component of high-quality initial training.

There is a requirement for a **minimum** of 30 hours of practice for this qualification. There is **no requirement** to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

An effective teaching practice experience should ideally include:

- different teaching practice locations/settings/contexts;
- teaching across **more than one** level;
- teaching a variety of learners;
- teaching individuals and groups;
- experience of non-teaching roles; and
- gaining subject-specialist knowledge through workplace mentoring.

Providers should endeavour to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

Where there is a practice requirement stated for a unit, the learning outcomes **must** be assessed in a teaching and learning environment and simulation is **not** permitted.

Observed and assessed practice requirements

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. It is recommended that providers refer to the Handbook for the Inspection of Further Education and Skills (Ofsted, 2012) Part 2, Section B: Quality of Teaching, Learning and Assessment to inform the development of their guidance.

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For the Education and Training units, practice **must** be in a teaching and learning environment. There is a **requirement for a minimum of three observations of practice**. The **three observations must** be linked to the following mandatory units:

- ET7 Delivering education and training
- ET8 Assessing learners in education and training
- ET9 Using resources for education and training.

It is recommended and encouraged that a holistic approach should be taken to observed and assessed practice, so that each observation and assessment of practice enables trainee teachers to provide evidence for **all of the three units** identified above.

To be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

There are additional practice, including observed and assessed practice, requirements for some optional units that belong to the Education and Training suite. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and where this is the case, this is summarised in the unit.

Assessment of Learning and Development units

For some optional units taken from the Learning and Development qualifications, practice must be in a real work environment and 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 the Learning and Development units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above and are summarised in the separate Learning and Development qualification guidance documents.

Assessment support and recording

The qualification contains competence units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Module (AKM) and Assessment Activity Module (AAMs) externally set by the BIIAB. The AKMs and AAMs 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.

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Centres should use the AKM available from BIIAB because it assists both the trainee teachers and their assessors and will aid in standardisation. If centres which to use alternative approaches then please contact your EQA.

Centres are recommended to make use of the AAMs available from BIIAB because they are of assistance to both the trainee teachers and their assessors and will aid in standardisation. Assessment methods are given in those modules but except where explicitly stated they are for guidance only. This is because best practice dictates that during the assessment planning process, both trainee teacher and tutor/assessor negotiate the assessment methods which will meet the needs and working environment of the trainee teacher.

The Certificate in Education and Training Sample Observation Record provided by BIIAB Qualifications Limited is an observation record for teaching and learning activity, and assessment activity; this currently meets Ofsted requirements. It is designed to be used either electronically or back-to-back if paper-based. However, it is **not** an exemplar which **must** be used but simply given as an example of what might be used. Centre staff are free to manipulate the document for use in a way which meets the centre policies and procedures. This is available at the end of this handbook and also on biab.co.uk.

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.

Requirements of learners

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

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT **expected of all teachers** in the sector. The minimum core document comprises three sections:

- Language and literacy
- Numeracy
- Information and communication technology (ICT).

Each of these sections comprises two parts:

- Part A knowledge and understanding
- Part B personal skills.

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document, Addressing Literacy, Language, Numeracy and

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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).

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 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 4 Certificate in Education and Training should have all of the following:

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- 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 - 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:
 - 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.

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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:

- 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

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- 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.
- 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.

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- 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.

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) and Assessment Activity Modules (AAM's)
- Assessment Guidance for each of the AKM's and AAM's
- Access to the units

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.

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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 (e.g. 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

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- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

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

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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.

Assessment Activity Modules (AAMs)

These provide a series of BIIAB set activities within the context of 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 AAM 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).

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

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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.

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.



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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.

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/>



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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 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

Unit Reference	H/505/0053
BIIAB Reference	ET1
Level	3
Credit Value	3
Guided Learning (GL)	12
Unit Summary	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.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.3) 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

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	3.3 Describe points of referral to meet the individual needs of learners
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Planning to meet the needs of learners in education and training

Unit Reference	A/505/1189
BIIAB Reference	ET6
Level	4
Credit Value	3
Guided Learning (GL)	15
Unit Summary	The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core in planning inclusive teaching and learning.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals 1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners 1.3 Record learners' individual learning goals
2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1 Devise a scheme of work in accordance with internal and external requirements 2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements 2.3 Explain how own planning meets the individual needs of learners

	<p>2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners</p> <p>2.5 Identify opportunities for learners to provide feedback to inform inclusive practice</p>
<p>3. Be able to implement the minimum core in planning inclusive teaching and learning</p>	<p>3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning</p> <p>3.2 Apply minimum core elements in planning inclusive teaching and learning</p>
<p>4. Be able to evaluate own practice when planning inclusive teaching and learning</p>	<p>4.1 Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others</p> <p>4.2 Identify areas for improvement in own planning to meet the individual needs of learners</p>

Delivering education and training

Unit Reference	M/502/0122
BIIAB Reference	ET7
Level	4
Credit Value	6
Guided Learning (GL)	24
Unit Summary	The purpose of the unit is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.2) The learner can:
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners 1.2 Create an inclusive teaching and learning environment 1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
2. Be able to communicate with learners and other learning professionals to promote learning and progression	2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism 2.2 Use communication methods and media to meet individual learner needs 2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression

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<p>3. Be able to use technologies in delivering inclusive teaching and learning</p>	<p>3.1 Analyse benefits and limitations of technologies used in own area of specialism</p> <p>3.2 Use technologies to enhance teaching and meet individual learner needs</p>
<p>4. Be able to implement the minimum core when delivering inclusive teaching and learning</p>	<p>4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning</p> <p>4.2 Apply minimum core elements in delivering inclusive teaching and learning</p>
<p>5. Be able to evaluate own practice in delivering inclusive teaching and learning</p>	<p>5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others</p> <p>5.2 Identify areas for improvement in own practice in meeting the individual needs of learners</p>

Assessment Requirements and Evidence Requirements

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit.

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.

Assessing learners in education and training

Unit Reference	F/505/0125
BIIAB Reference	ET8
Level	4
Credit Value	6
Guided Learning (GL)	24
Unit Summary	The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Be able to use types and methods of assessment to meet the needs of individual learners	1.1 Explain the purposes of types of assessment used in education and training 1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners 1.3 Use types and methods of assessment to meet the individual needs of learners 1.4 Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning 1.5 Use questioning and feedback to contribute to the assessment process
2. Be able to carry out assessments in accordance with internal and external requirements	2.1 Identify the internal and external assessment requirements and related procedures of learning programmes 2.2 Use assessment types and methods to enable learners to produce assessment

	<p>evidence that is valid, reliable, sufficient, authentic and current</p> <p>2.3 Conduct assessments in line with internal and external requirements</p> <p>2.4 Record the outcomes of assessments to meet internal and external requirements</p> <p>2.5 Communicate assessment information to other professionals with an interest in learner achievement</p>
3. Be able to implement the minimum core when assessing learners	<p>3.1 Analyse ways in which minimum core elements can be demonstrated in assessing learners</p> <p>3.2 Apply minimum core elements in assessing learners</p>
4. Be able to evaluate own assessment practice	<p>4.1 Review the effectiveness of own assessment practice, taking account of the views of learners and others</p> <p>4.2 Identify areas for improvement in own assessment practice</p>

Assessment Requirements and Evidence Requirements

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit.

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.

Using resources for education and training

Unit Reference	L/505/0127
BIIAB Reference	ET9
Level	4
Credit Value	3
Guided Learning (GL)	15
Unit Summary	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive teaching and learning.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Be able to use resources in the delivery of inclusive teaching and learning	1.1 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners 1.2 Use resources to promote equality, value diversity and meet the individual needs of learners 1.3 Adapt resources to meet the individual needs of learners
2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning 2.2 Apply minimum core elements when using resources for inclusive teaching and learning
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1 Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others

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	3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners
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Assessment Requirements and Evidence Requirements

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit.

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.