



TRANSCEND

AWARDS

QUALIFICATION & UNIT SPECIFICATION

Transcend Level 3 Award in Education and Training

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Education Partner

Welcome to the Transcend Level 3 Award in Education and Training — Qualification & Unit Specification

About This Document

Transcend Awards is an Ofqual regulated awarding organisation. This combined Qualification & Unit Specification confirms the qualification delivery and assessment conditions, and the detailed unit specifications for all units within the Level 3 Award in Education and Training.

This document must be read and complied with in conjunction with the Transcend Centre Recognition Conditions and Assessment Guidance.

Further information about this qualification can be found in the Qualification Purpose Statement.

Regulated Qualification

This qualification is regulated by Ofqual in England and sits on the Register of Regulated Qualifications.

ETF Professional Standards

This qualification is aligned to the Education and Training Foundation (ETF) Professional Standards for Teachers and Trainers in the Further Education and Skills Sector, and to the National Occupational Standards (NOS) for Learning and Development originally set by the Learning and Skills Improvement Service (LSIS), now maintained by the ETF.

Contents

Part 1 — Qualification Details	
Qualification Scope	03
Qualification Overview	04
Part 2 — Qualification Delivery	
Qualification Delivery Workforce	05
Centre Resources	06
Delivery Model	07
Assessment Strategy	08
Quality Assurance Conditions	12
Part 3 — Specifications	
Qualification Structure	13
ETU01 — Understanding Roles, Responsibilities and Relationships in Education and Training	15
ETU02 — Understanding and using inclusive teaching and learning approaches in education and training	18
ETU03 — Facilitate learning and development for individuals	22
ETU04 — Facilitate learning and development in groups	26
ETU05 — Understanding assessment in education and training	30
ASSU01 — Understanding the principles and practices of assessment	33
Appendix 01 — Version Control	39

Qualification Scope

The Transcend Level 3 Award in Education and Training is a knowledge-based introduction to teaching, training and tutoring for learners aged 16+ who wish to enter the education and training sector. This qualification offers three named pathways enabling learners to align their achievement with their intended career route. It is not a teaching qualification; it has no teaching or training practice requirement and therefore may be undertaken by individuals who are not currently in a teaching or training role.

Qualification Regulation

Regulator Reference	610/7481/0	Qualification TQT	120
Qualification Start Date	20 May 2026	Qualification GLH	48
Qualification Review Date	20 May 2029	Qualification DSH	72
Qualification Sector	13.1 Teaching and Lecturing	Qualification Credit	12
Qualification Awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.		
Registration Period	All learning, assessment, reassessment, and quality assurance activities must be completed within the 2-year registration period.		
Qualification Standards	This qualification is aligned in full to the ETF Professional Standards: ETF Professional Standards for Teachers and Trainers in Education and Training (2022)		
Qualification Regulation	This qualification is regulated by Ofqual in England. It is published as a Level 3 qualification on the Register of Regulated Qualifications and is equivalent to Level 4 on the European Qualifications Framework (EQF) .		
Partners	This qualification is developed in collaboration with industry specialists. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.		

Qualification Overview

Qualification Aim

The aim of this qualification is to provide learners with a foundational understanding of the role of a Teacher, Trainer or Tutor, and to introduce the key principles of teaching, learning and assessment in the further education and skills sector. This qualification is not a teaching qualification. It is a knowledge-based introduction to teaching and/or training which has no teaching or training practice requirement and therefore may be undertaken by individuals who are not currently in a teaching or training role.

Qualification Objective

The objective is to provide learners with the knowledge, understanding and foundational skills required to begin working in education and training environments. Whilst attending the qualification learners will develop the knowledge to enable them to:

- › Understand the roles, responsibilities and relationships in education and training
- › Plan and deliver inclusive teaching and learning approaches to meet individual learner needs
- › Understand the use of different assessment methods in education and training

Successful learners will develop skills to enable them to:

- › Apply inclusive teaching and learning techniques in a supported environment
- › Provide constructive feedback that supports learner development
- › Evaluate own practice and identify areas for professional development through reflective techniques

Target Learners

This qualification is for learners aged 16+ who aspire to enter the education and training sector as a Teacher, Trainer or Tutor. Typical learners include those new to teaching, subject specialists moving into education, workplace trainers, sports coaches, fitness instructors, and individuals seeking a foundation before progressing to the Level 4 Certificate in Education and Training (CET) or Level 5 Diploma in Education and Training (DET). Learners must be accurately identified, be at least 16 years of age, and be able to communicate effectively in English.

Learner Prerequisites

The recognised centre is required to ensure that prior to registration for qualifications in this qualification learners are required to:

- › Be accurately identified
- › Be at least 16 years of age
- › Be able to evidence an interest in or commitment to a role in education, training or assessment
- › Have access to or be preparing for a teaching, training, tutoring or coaching role (recommended but not mandatory for knowledge-only pathways)
- › Be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing]

This qualification does not confer qualified teacher status. Learners who wish to progress to a full teaching role should undertake a Level 4 Certificate in Education and Training (CET) or Level 5 Diploma in Education and Training (DET).

Employability Progression

This qualification provides the foundational knowledge for learners to progress into supported teaching, training or tutoring roles across further education, adult education, work-based learning and vocational training settings. Holders of this award may undertake teaching duties under supervision whilst working towards a higher teaching qualification.

Education Progression

This qualification is integral to a progressive pathway:

- › Level 4 Certificate in Education and Training (CET)
- › Level 5 Diploma in Education and Training (DET) and progression to QTLS (Qualified Teacher Learning and Skills) status via the Society for Education and Training (SET)

Part 02

Qualification Delivery

This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions. The rules below are supplementary conditions specific to this qualification. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.

How do I offer this qualification?

Applicant Organisation: Access the Transcend Award Website to submit a centre recognition enquiry.

Recognised Centres: Access the Transcend Awards Management System (TAMS) to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification Delivery Workforce

Workforce Requirements

The recognised centre must evidence workforce competence to show that tutors and assessors hold or are working towards the recognised qualifications as outlined in the recognition conditions, including the following:

All tutors and assessors must:

- › Hold a teaching, training or assessment qualification at Level 3 or above (e.g. L3 AET, L4 CET, L5 DET, PGCE or equivalent)
- › Demonstrate occupational competence in teaching, training or assessment within the education and skills sector
- › Maintain up-to-date CPD in line with regulatory and sector expectations; be proficient in applying Ofqual assessment principles, the VARCS rules of evidence, and standardisation procedures; and have recent, relevant experience in delivering and assessing education and training in live or simulated environments.

Occupational competence must be evidenced through:

- › A recognised teaching qualification at Level 3 or above, or equivalent professional experience in education and training
- › A minimum of two years' professional experience in teaching, training, assessment or quality assurance within the education and skills sector

All new tutors and assessors must be given an action plan for achieving the required qualification. They need to be countersigned by an appropriately qualified individual, and the plan approved by Transcend's allocated EQA.

Centre Resources

Learning & Training Resources

The recognised centre is required to have access to learning and training resources that support the breadth of the education and training programme, which include:

- › Inclusive teaching and learning materials mapped to all unit LOACs
- › Access to teaching and learning resources including session planning templates, scheme of work proformas, and assessment materials
- › Access to a digital learning environment (e.g. Moodle, Canvas, or equivalent) to support GLH and DSH
- › Current copies of the Ofqual General Conditions of Recognition and relevant awarding organisation handbooks

Assessment Environment & Tools

The recognised centre is required to have access to an appropriate assessment environment:

- › Access to real or realistic teaching environments and real learners for pathways requiring observed practice (P1, P2, P3). Micro-teach sessions must be a minimum of 15 minutes.
- › Access to organisational quality assurance systems, documentation and sampling processes
- › Opportunities for learners to contribute to or lead standardisation activities
- › Secure recording tools for observation and professional discussion

Key Notes

Learners on competence-based pathways must be supported by a designated mentor or supervisor. At least one formal observed teaching or facilitation session must be included in the portfolio for pathways requiring Application evidence.

Delivery Model

The recognised centre must document their delivery model, mapped to TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The model must be agreed in writing by the awarding organisation.

AO devised delivery model

Phase 1 Induction & Understanding	Phase 2 Group B Unit Knowledge & Planning	Phase 3 Group B Applied Practice	Phase 4 Group C Knowledge & Portfolio
› Programme induction › Introduction to Ofqual/ETF context › ETU01 — Understanding Roles in Education and Training › Reflective practice baseline › Initial needs analysis and placement confirmation	› Group B unit knowledge (ETU02 / ETU03 / ETU04) › Teaching or facilitation approaches and differentiation › Session planning and resource design › Understanding individual learner needs and goals	› Group B unit observed practice (ETU02 / ETU03 / ETU04) › Observed teaching or facilitation session › Assessor feedback and formative review › Formative feedback and portfolio building	› ETU05 — Understanding Assessment in Education and Training › Assessment methods, types and principles › Portfolio compilation and evidence mapping › Professional discussion · summative review
12 GLH · 18 DSH	12 GLH · 9 DSH	12 GLH · 9 DSH	12 GLH · 36 DSH

Assessment Strategy

The assessment framework is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment Strategy	This qualification can be assessed using AO supplied assessment tasks, which are outlined below. › Centres using AO assessment materials must apply them consistently. These are designed to promote validity, reliability, manageability and comparability. › Centres developing own materials must submit to the AO for approval prior to delivery, with detailed qualification mapping.
Assessment Grading	All units in this qualification are assessed on a pass-only basis. Learners must pass ALL learning outcomes and assessment criteria within each unit.
Assessment Environment	Portfolio of evidence collected through taught sessions, independent study and (where applicable) observed micro-teaching or facilitation practice. Professional discussion may be conducted in person or via secure video conferencing with robust authentication. Observation of practice must be planned and structured against unit assessment criteria, carried out by a qualified assessor in a real or realistic teaching environment with real learners.
Assessment Authentication	The centre must ensure learners complete all assessment tasks independently. All work must be the learner's own. Assessors authenticate work during practical observations and professional discussions. The portfolio must be authenticated by the lead mentor and the employer, and the learner must provide an authentication statement before submission.
Assessment Marking	Assessments must only be marked by assessors approved by the AO, in accordance with the VARCS rules of evidence: Valid, Authentic, Reliable, Current and Sufficient. Learners dissatisfied with decisions should follow the centre's appeals process.
Assessment Attainment	Assessment is graded on a pass-only basis. Attainment indicators are confirmed in the unit specifications in Part 3. Learners must produce evidence against each task, marked in line with the attainment indicators.
Assessment Retakes	Learners are granted three assessment opportunities per component. Charges for reassessment are at the centre's discretion. All assessments must be completed within the 2-year registration period.
Assessment Remarks	Re-marks must be enforced at the request of internal or external moderators or in the event of a learner appeal. Written work must be re-marked by an alternative assessor. Where two outcomes differ, a third re-mark is required. Where there are insufficient qualified assessors, contact the Transcend Team.

AO Devised Assessment Strategy

The recognised centre must ensure the following assessment strategy is complied with. Assessment evidence is organised into the following method categories. Centres may combine or sequence these methods flexibly, provided all learning outcomes and assessment criteria are fully evidenced.

Knowledge

Learners must complete structured written tasks that assess their understanding of the knowledge-based learning outcomes within their chosen pathway. Written evidence must be mapped directly to the learning outcomes and assessment criteria of the relevant units.

Knowledge evidence must:

- be sufficiently varied in format and depth to assess both breadth and depth of understanding
- require the learner to apply knowledge to realistic education and training scenarios
- be designed to elicit responses that demonstrate independent thought and understanding of the roles, responsibilities and relationships within education and training

The assessor must:

- confirm that all responses are the learner's own work, free from plagiarism or third-party input
- review the submission and provide developmental feedback aligned to the learning outcomes
- offer the learner the opportunity to revise or expand on responses to meet any unmet criteria
- ensure each response is mapped clearly to the relevant LOAC using a marking grid or mapping template

Written evidence may be completed digitally or in hard copy. Remote submission is permitted provided authenticity is verified in line with Transcend's assessment conditions.

All pathways require knowledge evidence for ETU01 (Understanding Roles, Responsibilities and Relationships) and ETU05 (Understanding Assessment in Education and Training). Pathway 1 (Teaching) also requires knowledge evidence for ETU02.

Planning

Learners on Pathway 1 (Teaching) must produce planning documents that demonstrate their ability to prepare for inclusive teaching and learning activity. Planning evidence is mapped to Unit ETU02 (Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training).

Planning evidence must include:

- a session plan demonstrating differentiated approaches to meeting the needs of learners
- evidence of how individual learner needs, goals and starting points have been considered in the planning process
- identification of resources and inclusive teaching methods to be used

Planning is not separately assessed for Pathways 2 and 3 (Individuals and Groups), where planning evidence is integrated into the Application and Portfolio methods.

Application

Learners on pathways that include a competence-based Group B unit must be observed delivering a live teaching, facilitation or training activity with real learners.

Observed practice requirements by pathway:

- Pathway 1 (Teaching): observed micro-teach session (minimum 15 minutes) mapped to ETU02
- Pathway 2 (Individuals): observed facilitation with at least one individual learner, mapped to ETU03
- Pathway 3 (Groups): observed facilitation with at least one group of learners, mapped to ETU04

The assessor must:

- plan and structure each observation against the relevant unit assessment criteria
- complete a formal observation record identifying which LOACs have been met
- provide constructive feedback to the learner following the observation

This is a Level 3 introductory qualification; there is no minimum teaching practice hours requirement. However, the observed session must demonstrate real teaching or facilitation activity with real learners.

Portfolio

Learners on pathways that include competence-based units must compile a portfolio of evidence that reflects their teaching or facilitation practice.

The portfolio may include:

- session plans and teaching materials used during observed practice
- observation feedback records
- learner feedback or evaluation evidence where available
- records of any continuing professional development activity

Portfolio evidence is not required for knowledge-only units (ETU01 and ETU05). For competence-based units (ETU02, ETU03, ETU04), the portfolio supplements the observed practice and provides evidence of sustained engagement with teaching or facilitation activity.

Reflection

Learners must provide evidence of reflection on their own teaching or facilitation practice. Reflection is integrated into the portfolio and may also be confirmed through professional discussion with the assessor.

Reflective evidence must demonstrate:

- consideration of what went well and what could be improved in the observed session
- awareness of equality, diversity and inclusion in teaching or facilitation practice
- identification of areas for future development

Professional discussion:

Where applicable, a professional discussion with the assessor may be used to confirm understanding and coverage of LOACs not fully evidenced by written or portfolio evidence. Professional discussion may be conducted in person or via secure video conferencing with robust authentication.

Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this qualification has been assigned a **medium-risk** profile based on the risk indicators below.

Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	MEDIUM RISK		

EQA

The recognised centre must refer to Transcend Recognised Centre Conditions for EQA requirements.

Qualification Structure

This qualification comprises one mandatory unit (Group A) plus one optional unit from Group B (Teaching & Learning) and one optional unit from Group C (Assessment). Learners select one of three named pathways, each of which specifies the Group B and Group C units to be completed. The structure is pre-determined and fixed to maintain qualification integrity, consistency and alignment to the Education and Training Foundation (ETF) Professional Standards. Each unit specification sets out the learning outcomes, assessment criteria, delivery content and assessment attainment indicators.

Unit	Title	AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Group A — Mandatory Unit								
ETU01	Understanding Roles, Responsibilities and Relationships in Education and Training	QU001783	H/505/0053	3	12	18	30	3
Group B — Optional (Teaching & Learning)								
ETU02	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	QU001869	D/505/0052	3	24	36	60	6
ETU03	Facilitate Learning and Development for Individuals	QU001874	J/502/9549	3	24	36	60	6
ETU04	Facilitate Learning and Development in Groups	QU001876	F/502/9548	3	24	36	60	6
Group C — Optional (Assessment)								
ETU05	Understanding Assessment in Education and Training	QU001878	R/505/0050	3	12	18	30	3
ASSU01	Understanding the Principles and Practices of Assessment	QU001863	D/601/5313	3	24	6	30	3
Qualification Total (per pathway — 3 units)					48	72	120	12

Pathways

Learners must select one of the three named pathways below. Each pathway comprises the mandatory Group A unit plus one unit from Group B and one unit from Group C. All pathways carry 12 credits and 120 TQT.

Pathway	Named Pathway	Group A (Mandatory)	Group B (Teaching & Learning)	Group C (Assessment)
P1	Teaching	ETU01	ETU02	ETU05
P2	Individuals	ETU01	ETU03	ETU05
P3	Groups	ETU01	ETU04	ETU05
	Credit per pathway	12	12	12

Pathway Guidance

Each pathway is designed to match a specific career intention. Centres should use the guidance below during initial assessment and enrolment to ensure learners are placed on the pathway that best reflects their professional goals.

Pathway 1 — Teaching

Best suited to learners who intend to teach or train in a classroom, workshop or online group setting. This pathway covers inclusive teaching and learning approaches and is the most common route for those entering further education, adult community learning or workplace training roles. Learners will develop knowledge of planning, delivering and assessing teaching sessions with groups of learners. This is the recommended pathway for anyone progressing to the Transcend Level 4 Certificate in Education and Training.

Pathway 2 — Individuals

Best suited to learners who intend to support learning on a one-to-one basis. This pathway is ideal for those working as mentors, coaches, personal tutors or workplace supervisors who facilitate individual development rather than delivering group sessions. Learners will develop knowledge and understanding of how to plan for and support individual learning needs, and how to create an effective one-to-one learning environment.

Pathway 3 — Groups

Best suited to learners who intend to facilitate learning in group settings outside a traditional classroom context. This pathway is ideal for those working in community learning, youth work, team development or workshop facilitation roles where the emphasis is on enabling group interaction and collaborative learning rather than formal instruction. Learners will develop knowledge and understanding of group dynamics, facilitation techniques and how to create inclusive group learning experiences.

Unit Aim	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.
References	AO Ref: QU001783 · Ofqual Ref: H/505/0053 · Level: 3 · GLH: 12 · DSH: 18 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the teaching role and responsibilities in education and training	AC1.1 Explain the teaching role and responsibilities in education and training	Teaching roles and responsibilities › Identify the range of teaching roles (teacher, trainer, coach, tutor, mentor, instructor, assessor, lecturer) › Describe key responsibilities including enforcement of organisational policies and procedures › Explain responsibilities for preparation and management of learning, assessment and record keeping › Describe responsibilities for working with others, communicating effectively, and for safety and security › Distinguish role boundaries between teaching and other professional roles Attainment Indicator: <i>Learner explains the teaching role and responsibilities, identifying typical role variants (teacher, trainer, tutor, mentor, assessor) and core duties.</i>
	AC1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	Legislation, regulation and codes of practice › Summarise current government legislation including equality and diversity and health and safety › Identify professional or vocational standards and awarding organisation requirements relevant to own role › Describe organisation codes of practice and safeguarding or child protection requirements › Reflect on the practical impact of legislation and codes of practice on day-to-day practice › How codes of practice are evidenced in own teaching Attainment Indicator: <i>Learner summarises key legislation, regulatory requirements and codes of practice relating to own role, including equality, health and safety, safeguarding and AO requirements.</i>
	AC1.3 Explain ways to promote equality and value diversity	Promoting equality and valuing diversity › Identify individual learning needs (sensory impairment, physical disability, language, SpLD) › Describe supporting strategies (individual support, peer working, challenging discrimination, group contracts) › Explain inclusive practices that promote equality and value diversity › Reflect on own responsibility in upholding equality and diversity › Recognise and address bias in the learning environment Attainment Indicator: <i>Learner explains ways to promote equality and value diversity, including identifying individual needs and using inclusive strategies in the learning environment.</i>
	AC1.4 Explain why it is important to identify and meet individual learner needs	Identifying and meeting individual learner needs › Explain the importance of recognising prior achievements and appropriate support › Describe guidance to meet qualification requirements and access to learning › Explain how identifying needs helps address knowledge or skills gaps

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		› Reflect on how meeting individual needs promotes student involvement and ownership of targets › Use of initial and diagnostic assessment in identifying needs Attainment Indicator: <i>Learner explains why identifying and meeting individual learner needs is important, with reference to prior achievements, access to learning and ownership of targets.</i>
LO2 Understand ways to maintain a safe and supportive learning environment	AC2.1 Explain ways to maintain a safe and supportive learning environment	Maintaining a safe and supportive environment › Requirements for a safe physical environment (venue, health and safety, accessibility) › Managing a structured learning environment to support learner safety › Approaches to individual support, encouraging individual/pair working and group activities › Use of negotiated ground rules in supporting safety › Reporting and recording of safety concerns Attainment Indicator: <i>Learner explains ways to maintain a safe and supportive learning environment, including physical safety, supportive structure and negotiated ground rules.</i>
	AC2.2 Explain why it is important to promote appropriate behaviour and respect for others	Appropriate behaviour and respect › Policies, procedures and zero-tolerance approaches that establish standards of behaviour › Modelling of desired behaviours and valuing of individual learners by staff › Student responsibility through student and group contracts, peer working and inclusion › Reflect on own role in promoting appropriate behaviour and respect for others › Strategies for managing inappropriate behaviour Attainment Indicator: <i>Learner explains why promoting appropriate behaviour and respect is important, referencing standards of behaviour, modelling and student responsibility.</i>
LO3 Understand the relationships between teachers and other professionals in education and training	AC3.1 Explain how the teaching role involves working with other professionals	Working with other professionals › Team role including planning, researching provision and sharing assessment outcomes › Communicating student needs and negotiating support › Contributions to internal quality assurance and liaison with referral agencies › How working with other professionals supports learner outcomes › Documenting collaborative work Attainment Indicator: <i>Learner explains how the teaching role involves working with other professionals, including planning, sharing assessment outcomes, IQA and referral agencies.</i>
	AC3.2 Explain the boundaries between the teaching role and other professional roles	Boundaries between roles › Personal boundaries including skills, experience, time, resources and job description › Professional boundaries through team roles, management structures and lines of communication › How boundaries protect both the teacher and the learner › Examples of when the teaching role intersects with other professional roles › How to maintain professional boundaries in challenging situations Attainment Indicator: <i>Learner explains personal and professional boundaries between the teaching role and other roles, with examples from own or observed practice.</i>
	AC3.3	Points of referral

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Describe points of referral to meet the individual needs of learners	› Organisational systems and procedures (additional learning support, student services) › External agencies (specialist support, government agencies, work-related, employers) › Process of making a referral and handling it professionally › Importance of timely and appropriate referral in meeting individual needs › Recording of referrals and follow-up Attainment Indicator: <i>Learner describes points of referral to meet individual needs, including internal services and external agencies, with the referral process.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. This unit is shared across the L3 AET and L4 CET suites. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)
Learner Evidence	A single structured written assignment covering all 9 ACs across 3 LOs.
Practice Requirement	No workplace teaching practice required for this unit.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.

Unit Aim	To provide learners with the skills and knowledge to understand and use inclusive teaching and learning approaches in education and training. Includes a regulated microteaching requirement (minimum 1 hour total, including one 15-minute observed micro-teach).
References	AO Ref: QU001869 · Ofqual Ref: D/505/0052 · Level: 3 · GLH: 24 · DSH: 36 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand inclusive teaching and learning approaches in education and training	AC1.1 Describe features of inclusive teaching and learning.	Features of inclusive teaching and learning › Principles of inclusive practice in education and training › How inclusive teaching recognises and responds to individual needs › Role of learner voice, choice and participation › Examples of inclusive features in own or observed practice › Inclusive practice and the Equality Act Attainment Indicator: <i>Learner describes the features of inclusive teaching and learning, including how inclusive practice recognises and responds to individual needs.</i>
	AC1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.	Strengths and limitations of approaches › Range of teaching and learning approaches used in own area of specialism › Strengths of each approach against different learner needs › Limitations and risks of each approach › Reflective comparison of approaches used in own practice › How approach selection is informed by initial assessment Attainment Indicator: <i>Learner compares at least three teaching and learning approaches used in own area of specialism, with strengths and limitations in meeting individual needs.</i>
	AC1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.	Embedding English, Maths, ICT and wider skills › Role of English, Maths, ICT and wider skills in learners' progression › How these skills can be embedded within the subject area › Naturally occurring evidence opportunities within the curriculum › Teacher's responsibility in supporting skills development › Use of minimum core in embedded skills Attainment Indicator: <i>Learner explains why opportunities to develop English, Mathematics, ICT and wider skills should be provided, with examples of how this is embedded in delivery.</i>
LO2 Understand ways to create an inclusive teaching and learning environment	AC2.1 Explain why it is important to create an inclusive teaching and learning environment.	Importance of an inclusive environment › How an inclusive environment supports learner confidence and achievement › Responding to individual needs and protected characteristics › Legal and ethical duties of the teacher › Physical and emotional contributions to inclusion

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.	› Inclusive environment and learner retention Attainment Indicator: <i>Learner explains why creating an inclusive teaching and learning environment is important for confidence, engagement and achievement.</i> Selecting approaches, resources and assessment › How selection is shaped by learner starting points and goals › How initial and diagnostic assessment informs selection › Consequences of selecting approaches that do not meet needs › Reflection on own selection and justification › How selection supports differentiation Attainment Indicator: <i>Learner explains why selecting approaches, resources and assessment methods to meet individual needs is important, with reference to initial and diagnostic assessment.</i>
	AC2.3 Explain ways to engage and motivate learners.	Engaging and motivating learners › Techniques: questioning, variety, purpose, choice, challenge › Intrinsic vs extrinsic motivation, growth mindset, praise practices › Role of feedback, recognition and challenge in sustaining motivation › Effective engagement in own or observed practice › How engagement is sustained over time Attainment Indicator: <i>Learner explains ways to engage and motivate learners, including intrinsic and extrinsic motivation, feedback and recognition.</i>
	AC2.4 Summarise ways to establish ground rules with learners.	Establishing ground rules › Purpose of ground rules in a safe and inclusive environment › How ground rules are negotiated with learners › Examples of ground rules in teaching and learning contexts › How ground rules are maintained and reviewed › Linking ground rules to learner behaviour and responsibility Attainment Indicator: <i>Learner summarises ways to establish ground rules with learners, including negotiation, group agreement and how they are maintained over time.</i>
LO3 Be able to plan inclusive teaching and learning	AC3.1 Devise an inclusive teaching and learning plan AC3.2	Devising an inclusive plan › SMART lesson or session plan with clear aims and outcomes › How the plan identifies and responds to individual learner needs › Embedding a variety of teaching and learning approaches, resources and assessment › Realistic, deliverable and subject-specialism relevant plan › Records of planning iterations Attainment Indicator: <i>Learner produces a SMART, inclusive teaching and learning plan with clear aims, learning outcomes and embedded variety of approaches.</i> Justifying own selections › Written rationale for each selected approach, resource and assessment method

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs	› How selections align with learner starting points, goals and needs › How selections support inclusion, engagement and achievement › Consideration of alternative choices › Mapping of selections to curriculum and inclusion criteria Attainment Indicator: <i>Learner justifies own selection of teaching and learning approaches, resources and assessment methods in a written rationale linked to individual learner needs.</i>
LO4 Be able to deliver inclusive teaching and learning	AC4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.	Using approaches, resources and assessment in delivery › Deliver a micro-teach or teaching session using the prepared plan › Apply a range of approaches, resources and assessment methods › Adjustment in the moment to respond to learner needs › Evidence through observation records and session materials › Inclusive delivery confirmed by observer Attainment Indicator: <i>Learner uses teaching and learning approaches, resources and assessment methods to meet individual needs in an observed micro-teach or teaching session.</i>
	AC4.2 Communicate with learners in ways that meet their individual needs. AC4.3 Provide constructive feedback to learners to meet their individual needs.	Communicating with learners › Varied verbal and non-verbal communication adapted to learner needs › Questioning, listening and summarising to check understanding › Adapting tone, pace, language and media to subject matter › Inclusive communication supporting individual engagement › Recording of communication strategies Attainment Indicator: <i>Learner communicates with learners in observed delivery using varied verbal and non-verbal methods adapted to individual needs.</i> Providing constructive feedback › Feedback that is timely, specific, developmental and linked to outcomes › Techniques: feedback sandwich, medal-and-mission, strength/action › Written and verbal feedback adapted to learner needs › Feedback supports motivation and action planning › Recording of feedback given and learner response Attainment Indicator: <i>Learner provides constructive feedback to learners during observed delivery that is timely, specific, developmental and linked to outcomes.</i>
LO5 Be able to evaluate the delivery of inclusive teaching and learning	AC5.1 Review the effectiveness of own delivery of inclusive teaching and learning.	Reviewing own delivery › Reflective account taking account of tutor, peer and learner feedback › Review session objectives, engagement and achievement › Use of observation records and recorded evidence › Reflection on strengths and areas for development › Use of recognised reflective models Attainment Indicator: <i>Learner produces a reflective account of own delivery, taking account of tutor, peer and learner feedback and observation records.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC5.2 Identify areas for improvement in own delivery of inclusive teaching and learning.	Identifying improvements in delivery › Specific improvement actions linked to evidence from review › CPD opportunities, peer observation or mentoring to support development › Action plan with SMART targets for improvement › How identified improvements enhance inclusive delivery › Records of CPD undertaken and impact Attainment Indicator: <i>Learner identifies specific areas for improvement in own delivery and produces an action plan with SMART targets.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge, Planning, Application, Portfolio and Reflection. Learners must complete a written knowledge assignment, produce planning documentation, be observed delivering a micro-teach session (minimum 15 minutes) with real learners, compile portfolio evidence, and complete a reflective discussion. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge + Planning + Application + Portfolio + Reflection
Learner Evidence	A written assignment covering LO1 and LO2 knowledge ACs, an inclusive teaching and learning plan with rationale (LO3), a minimum 15-minute observed micro-teach (LO4), and a reflective evaluation of own delivery (LO5).
Observation	Minimum one 15-minute observed micro-teach by a qualified observer (L3 AET or equivalent). The additional 45 minutes of microteaching may be further delivery OR peer observation.
Practice Requirement	Microteach delivery + peer observation in a simulated teaching environment.
Authenticity Controls	Observer report signed by qualified observer. Reflective evaluation in learner own voice. Plan retained in portfolio.

Unit Aim	To enable the learner to facilitate learning and development for individuals.
References	AO Ref: QU001874 · Ofqual Ref: J/502/9549 · Level: 3 · GLH: 24 · DSH: 36 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand principles and practices of one-to-one learning and development	AC1.1 Explain purposes of one-to-one learning and development.	Purposes of one-to-one learning › Typical purposes (induction, coaching, mentoring, skills development, remediation) › How one-to-one differs from group-based delivery › Contexts where one-to-one is most appropriate › Value of one-to-one for individual progression › Examples from own or observed practice Attainment Indicator: <i>Learner explains typical purposes of one-to-one learning and development, including induction, coaching, mentoring, skills development and remediation.</i>
	AC1.2 Explain factors to be considered when facilitating learning and development to meet individual needs.	Factors in facilitating individual learning › Learner starting points, preferences, goals and barriers › Role of initial assessment and learning needs analysis › How contextual factors (time, environment, resources) influence facilitation › Facilitator style and relationship effect on engagement › Recognising and responding to individual differences Attainment Indicator: <i>Learner explains the factors to consider when facilitating learning to meet individual needs, including learner starting points, preferences, goals and barriers.</i>
	AC1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals.	Methods of facilitating individuals › Range of methods (coaching, mentoring, modelling, questioning, reflection) › Strengths and limitations of each method › Examples of when each method is most appropriate › Evaluation of methods used in own or observed practice › Selection of methods to match individual goals Attainment Indicator: <i>Learner evaluates at least three methods for facilitating one-to-one learning, with strengths, limitations and applied examples.</i>
	AC1.4 Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development.	Risk and safeguarding in 1-to-1 learning › Risks including safeguarding, welfare, health and safety, data protection › Safeguarding policies, procedures and lines of referral › Importance of risk assessment before and during one-to-one activity › Own responsibilities in protecting individual learners

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.5 Explain how to overcome individual barriers to learning.	› Recording of safeguarding concerns and actions Attainment Indicator: <i>Learner explains how to manage risks and safeguard individuals during one-to-one learning, referencing safeguarding policy, risk assessment and referral routes.</i> Overcoming individual barriers › Common barriers (confidence, prior experience, environment, circumstances) › Strategies to overcome each barrier through adaptation and support › Signposting, referral and reasonable adjustments › Examples of barriers encountered and addressed › How barriers are reviewed and updated Attainment Indicator: <i>Learner explains how to overcome individual barriers to learning, with reference to confidence, prior experience, environment and personal circumstances.</i>
	AC1.6 Explain how to monitor individual learner progress.	Monitoring individual progress › Methods for monitoring progress (review meetings, action plans, evidence) › Use of individual learning plans (ILPs) and tracking tools › Learner self-review supporting monitoring › How monitoring informs next steps and facilitation adjustment › Records maintained for progress monitoring Attainment Indicator: <i>Learner explains how to monitor individual learner progress through review meetings, action plans, ILPs and learner self-review.</i>
	AC1.7 Explain how to adapt delivery to meet individual learner needs.	Adapting delivery for individual needs › Adapting pace, resources, activities and feedback › How reasonable adjustments are identified and implemented › Examples of adaptation in own or observed practice › How adaptation supports equality of opportunity › Recording of adaptations made Attainment Indicator: <i>Learner explains how to adapt delivery to meet individual needs, including pace, resources, activities and feedback.</i>
LO2 Be able to facilitate one-to-one learning and development	AC2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives.	Clarifying facilitation methods with the individual › Discussion with the individual to confirm goals and objectives › Rationale for chosen methods and learner agreement › Record of agreed methods and expectations › Joint ownership of facilitation methods › How clarification reduces uncertainty Attainment Indicator: <i>Learner clarifies facilitation methods with at least one individual learner to meet learning and development objectives, with documented agreement.</i>
	AC2.2	Implementing one-to-one activities › Delivery of planned activities with at least one individual learner › Applying a range of facilitation methods (coaching, questioning, modelling, feedback)

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Implement activities to meet learning and/or development objectives.	› Adjusting delivery based on learner responses › Observed and recorded evidence of facilitation › Reflection on delivery effectiveness Attainment Indicator: <i>Learner implements observed activities with an individual learner, applying a range of facilitation methods and adjusting in the moment.</i>
	AC2.3 Manage risks and safeguard learners participating in one-to-one learning and/or development.	Managing risks and safeguarding › Risk assessment procedures before and during one-to-one activity › Safeguarding practice consistent with organisational policy › Responding to safeguarding, welfare or safety concerns › Recording of concerns and actions taken › Following centre safeguarding referral procedures Attainment Indicator: <i>Learner manages risks and safeguards the individual during one-to-one activity, consistent with centre policy and recorded as needed.</i>
LO3 Be able to assist one-to-one learners in applying new knowledge and skills in practical contexts	AC3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts. AC3.2 Explain benefits to individuals of applying new knowledge and skills.	Applying new knowledge and skills in practice › Planning activities that allow transfer of learning to practical context › Guided practice and supervised application of new skills › Use of feedback and reflection to reinforce application › Evidence of transfer through observation, work products or reflection › Linking application to learner goals Attainment Indicator: <i>Learner develops opportunities for the individual to apply new knowledge and skills in practical contexts, with evidence of transfer.</i> Benefits of applying new knowledge and skills › How applied practice consolidates and deepens learning › Benefits of confidence, autonomy and transfer of learning › Examples of how application has supported progression › Long-term benefits of applied learning › Linking benefits to employability Attainment Indicator: <i>Learner explains benefits to individuals of applying new knowledge and skills, including confidence, autonomy and workplace transfer.</i>
LO4 Be able to assist one-to-one learners in reflecting on their learning and/or development	AC4.1 Explain benefits of self-evaluation to individuals	Benefits of self-evaluation for individuals › Role of self-evaluation in deep learning and autonomy › How self-evaluation builds reflective practice and confidence › Examples of self-evaluation tools (journals, checklists, questioning) › Benefits of self-evaluation for individual learners › Recording of self-evaluation outcomes Attainment Indicator: <i>Learner explains the benefits of self-evaluation to individuals, including deeper learning, autonomy and reflective practice.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC4.2 Review individual responses to one-to-one learning and/or development	Reviewing individual responses › Gather learner feedback through discussion or written reflection › Review progress against agreed objectives and plans › Identify what worked well and what to adjust › Record outcomes of the review for future planning › Use of review to inform next facilitation session Attainment Indicator: <i>Learner reviews the individual learner's response to one-to-one learning and records outcomes that inform future facilitation.</i>
	AC4.3 Assist individual learners to identify their future learning and/or development needs	Identifying future needs › Support the learner to identify further learning or development needs › Information on progression routes and signposting › Updated action plan or ILP produced with the learner › Facilitator role in future-focused planning › Recording of next-steps actions Attainment Indicator: <i>Learner supports the individual to identify future learning and development needs and produces an updated action plan or ILP.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge, Application, Portfolio and Reflection. Learners must complete a written knowledge assignment, be observed facilitating learning with at least one individual learner, compile portfolio evidence, and complete a reflective discussion. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge + Application + Portfolio + Reflection
Learner Evidence	A portfolio of evidence containing planning records for individual facilitation, witness statements, reflective accounts, an observation report of at least one one-to-one facilitation, and learner feedback records.
Observation	Minimum 1 observed facilitation of an individual learner, workplace or simulated learning environment acceptable.
Practice Requirement	Real or simulated one-to-one facilitation activity.
Authenticity Controls	Observation report by qualified observer. Witness statement from learner or line manager. Reflective account in learner own voice.

Unit Aim	To enable the learner to facilitate learning and development in groups.
References	AO Ref: QU001876 · Ofqual Ref: F/502/9548 · Level: 3 · GLH: 24 · DSH: 36 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand principles and practices of learning and development in groups	AC1.1 Explain purposes of group learning and development.	Purposes of group learning › Typical purposes (skills development, induction, updating, collaborative learning) › How group learning differs from one-to-one in dynamics and reach › Contexts where group-based learning is most appropriate › Value of group learning for individual and collective progression › Examples from own or observed practice Attainment Indicator: <i>Learner explains typical purposes of group learning and development, including skills development, induction and collaborative learning.</i>
	AC1.2 Explain why delivery of learning and development must reflect group dynamics.	Group dynamics in learning › Stages of group development (forming, storming, norming, performing) › How dynamics influence learner behaviour and engagement › How the facilitator adapts delivery to manage dynamics › Observed group dynamics in own or observed practice › Strategies for managing challenging dynamics Attainment Indicator: <i>Learner explains why delivery of learning and development must reflect group dynamics, with reference to stages of group development and learner behaviour.</i>
	AC1.3 Evaluate methods for facilitating learning and development to meet the needs of groups.	Methods of facilitating groups › Range of methods (presentation, discussion, skills practice, role-play, simulation, blended) › Strengths and limitations of each method › Examples of when each method is most appropriate › Evaluation of methods used in own or observed practice › Selection of methods to match group goals Attainment Indicator: <i>Learner evaluates at least three methods for facilitating group learning, with strengths, limitations and applied examples.</i>
	AC1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups.	Risk and safeguarding in group learning › Risks specific to group environments (safeguarding, conflict, H&S, data protection) › Risk assessment before and during group activity › Safeguarding procedures and referral routes for individuals within a group › Own responsibilities for safeguarding across a whole group

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.5 Explain how to overcome barriers to learning in groups.	› Recording of safeguarding concerns and actions Attainment Indicator: Learner explains how to manage risks and safeguard individuals when facilitating group learning, referencing safeguarding policy, risk assessment and referral routes. Overcoming group barriers › Common group barriers (mixed ability, confidence, conflict, attendance) › Strategies to address barriers (differentiation, group management, support) › Role of ground rules and group contracts › Examples of barriers encountered and addressed › How barriers are reviewed and updated Attainment Indicator: Learner explains how to overcome barriers to learning in groups, including mixed ability, conflict, attendance and prior experience.
	AC1.6 Explain how to monitor individual learner progress within group learning and development activities.	Monitoring individual progress in groups › Methods for monitoring individuals within a group setting › Use of group and individual records to track progress › Questioning, observation and written tasks supporting monitoring › Balancing group focus with individual monitoring › Records maintained for individual progress Attainment Indicator: Learner explains how to monitor individual learner progress within group activities, including questioning, observation and written tasks.
	AC1.7 Explain how to adapt delivery based on feedback from learners in groups.	Adapting delivery from group feedback › Ways to gather feedback from groups (reviews, exit tickets, discussion) › How feedback informs adjustment of pace, activities and approach › Examples of in-session and post-session adaptation › Responsiveness to learner feedback as good facilitation › Recording of adaptations made Attainment Indicator: Learner explains how to adapt delivery based on group feedback, with applied examples of in-session and post-session adaptation.
LO2 Be able to facilitate learning and development in groups	AC2.1 Clarify facilitation methods with group members to meet group and individual learning objectives. AC2.2	Clarifying facilitation methods with groups › Introduce and agree facilitation methods at the start of the activity › Rationale for chosen methods to meet group and individual objectives › Record agreed group ground rules and expectations › Group buy-in to facilitation methods › How clarification reduces uncertainty for the group Attainment Indicator: Learner clarifies facilitation methods with at least one group of learners to meet group and individual learning objectives. Implementing group activities › Delivery of planned group activities with at least one group of learners

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Implement learning and development activities to meet learning objectives. AC2.3 Manage risks to group and individual learning and development.	› Applying a range of facilitation methods during delivery › Responding to group dynamics and adjusting delivery › Observed and recorded evidence of group facilitation › Reflection on group delivery effectiveness Attainment Indicator: <i>Learner implements observed group activities with a range of facilitation methods and responsive adjustment to group dynamics.</i> Managing risks in group learning › Risk assessment before and during group activity › Managing conflict, disruption or welfare issues › Responding to safeguarding or safety concerns › Recording of risk management actions › Facilitator role in protecting group and individuals Attainment Indicator: <i>Learner manages risks to group and individual learning and development, consistent with centre policy, with recorded actions where needed.</i>
LO3 Be able to assist group learners in applying new knowledge and skills in practical contexts	AC3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts. AC3.2 Provide group feedback to improve the application of learning.	Applying new knowledge in groups › Planning group activities that allow application of new skills › Supporting individuals within the group to practise and refine › Peer teaching, skills practice and feedback to consolidate application › Evidence of transfer through observation and learner products › Linking application to learner goals Attainment Indicator: <i>Learner develops opportunities for individuals within the group to apply new knowledge and skills, with evidence of practical transfer.</i> Providing feedback to improve learning › Structured feedback to both the group and individuals › Techniques (medal-and-mission, constructive feedback frameworks) › Balancing group feedback with individualised feedback › Quality and timing of feedback in improving application › Recording of feedback given and learner response Attainment Indicator: <i>Learner provides structured feedback to the group and individuals on the application of learning, using recognised feedback techniques.</i>
LO4 Be able to assist learners to reflect on their learning and development undertaken in groups	AC4.1 Support self-evaluation by learners.	Supporting self-evaluation in groups › Self-evaluation tools appropriate to the group (prompts, journals, discussion) › Dedicated reflection time during and after group activities › Examples of self-evaluation in group context › Facilitator role in enabling honest self-evaluation › Recording of self-evaluation outcomes Attainment Indicator: <i>Learner supports self-evaluation by learners using reflection tools appropriate to the group context.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC4.2 Review individual responses to learning and development in groups.	Reviewing individual responses › Gather individual feedback on the group learning experience › Review progress against agreed group and individual objectives › Identify what worked well and areas for adjustment › Records of review outcomes for future planning › Use of review to inform next group session Attainment Indicator: <i>Learner reviews individual responses to learning and development in groups and records outcomes that inform future planning.</i>
	AC4.3 Assist learners to identify their future learning and development needs.	Identifying future needs › Support individuals to identify further learning needs › Information on progression routes and signposting › Updated action plans or ILPs › Facilitator role in future planning beyond the group › Recording of next-steps actions Attainment Indicator: <i>Learner supports learners to identify future learning and development needs and produces updated action plans or ILPs.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge, Application, Portfolio and Reflection. Learners must complete a written knowledge assignment, be observed facilitating learning with at least one group of learners, compile portfolio evidence, and complete a reflective discussion. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge + Application + Portfolio + Reflection
Learner Evidence	A portfolio of evidence containing planning records for group facilitation, witness statements, reflective accounts, an observation report of at least one group facilitation, and learner feedback records.
Observation	Minimum 1 observed facilitation of a group of learners, workplace or simulated learning environment acceptable.
Practice Requirement	Real or simulated group facilitation activity.
Authenticity Controls	Observation report by qualified observer. Witness statement from learners or line manager. Reflective account in learner own voice.

Unit Aim

To enable the learner to understand assessment in education and training. Knowledge-only unit covering purposes of assessment, methods, involvement of learners and others, feedback, and record keeping.

References

AO Ref: QU001878 · Ofqual Ref: R/505/0050 · Level: 3 · GLH: 12 · DSH: 18 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand types and methods of assessment used in education and training	AC1.1 Explain the purposes of types of assessment used in education and training.	Purposes of types of assessment › Formative, summative, initial, diagnostic and ipsative assessment defined › Purpose of each type in supporting learner progress and achievement › How type of assessment aligns with learning outcomes and qualification requirements › Choice of assessment type in own or observed practice › Examples of each type in education and training contexts Attainment Indicator: <i>Learner explains the purposes of types of assessment used in education and training, including formative, summative, initial and diagnostic assessment.</i>
	AC1.2 Describe characteristics of different methods of assessment in education and training.	Characteristics of assessment methods › Methods including observation, questioning, written assignments, tests, presentations, portfolio › Characteristics and strengths of each method › How methods generate VARCS evidence › Selection of methods in own or observed assessment practice › Examples of each method in use Attainment Indicator: <i>Learner describes the characteristics of at least three assessment methods used in education and training and how each generates VARCS evidence.</i>
	AC1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.	Strengths and limitations of methods › Comparison of methods against different learner starting points and needs › Limitations and potential risks of each method › How methods can exclude or disadvantage particular learners › Selection of methods to meet individual needs › Recording of method selection rationale Attainment Indicator: <i>Learner compares the strengths and limitations of different assessment methods in relation to meeting individual learner needs.</i>
	AC1.4 Explain how different assessment methods can be adapted to meet individual learner needs.	Adapting methods to individual needs › Specific adaptations (alternative formats, timings, access arrangements) › Role of reasonable adjustments and special considerations › Examples of adaptation in own or observed practice › How adaptation maintains rigour while meeting individual needs

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		› Recording of adaptations made Attainment Indicator: Learner explains how different assessment methods can be adapted to meet individual needs through alternative formats, timings and access arrangements.
LO2 Understand how to involve learners and others in the assessment process	AC2.1 Explain why it is important to involve learners and others in the assessment process.	Importance of involving learners and others › How involvement supports motivation, ownership and deeper learning › Roles of others (supervisors, peers, witnesses) in assessment › How involvement contributes to validity and authenticity › How teachers manage involvement in own or observed practice › Communication strategies that support involvement Attainment Indicator: Learner explains why involving learners and others in the assessment process is important for motivation, ownership and authenticity.
	AC2.2 Explain the role and use of peer- and self-assessment in the assessment process.	Peer and self-assessment › Purposes and potential of peer and self-assessment › How to structure peer and self-assessment effectively › Benefits and risks of each approach › Teacher's role in facilitating credible peer/self-assessment › Recording outcomes of peer/self-assessment Attainment Indicator: Learner explains the role and use of peer and self-assessment in supporting learner responsibility and reflection.
	AC2.3 Identify sources of information that should be made available to learners and others involved in the assessment process.	Information for learners and others › Documents to be shared (assessment plans, specifications, criteria, feedback) › Centre policies on assessment, appeals and malpractice communicated › How progress, outcomes and expectations are shared › Transparency and accessibility of assessment information › Records of information shared Attainment Indicator: Learner identifies sources of information that should be made available to learners and others, including criteria, plans, policies and feedback.
LO3 Understand the role and use of constructive feedback in the assessment process	AC3.1 Describe key features of constructive feedback.	Features of constructive feedback › Clarity, specificity, timeliness and developmental focus › Difference between constructive and destructive feedback › Feedback linked to learning outcomes and assessment criteria › Tone, medium and timing of constructive feedback › Examples of effective constructive feedback Attainment Indicator: Learner describes the key features of constructive feedback, including clarity, specificity, timeliness and developmental focus.
	AC3.2	Feedback and the assessment process › How constructive feedback supports learner progress and achievement › How feedback informs assessment decisions and next steps

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Explain how constructive feedback contributes to the assessment process.	› How feedback evidences validity and transparency › Link between feedback and learner motivation › Recording of feedback given Attainment Indicator: Learner explains how constructive feedback contributes to the assessment process, supporting learner progress and assessment decisions.
	AC3.3 Explain ways to give constructive feedback to learners.	Ways to give constructive feedback › Techniques (feedback sandwich, medal-and-mission, strength/action) › Use of written, verbal and recorded feedback › Examples of feedback that supports learner action › Effectiveness of different approaches in own practice › Recording feedback consistently Attainment Indicator: Learner explains ways to give constructive feedback to learners, with reference to recognised techniques such as feedback sandwich or medal-and-mission.
LO4 Understand requirements for keeping records of assessment in education and training	AC4.1 Explain the need to keep records of assessment of learning.	Need for assessment records › Purposes (traceability, audit, progression, compliance) › Legal and regulatory drivers (GDPR, Ofqual, AOs) › Role of records in supporting IQA, EQA and inspection › Own responsibility for accurate, timely records › Examples of records in use Attainment Indicator: Learner explains the need to keep records of assessment of learning, referencing legal, regulatory and centre drivers.
	AC4.2 Summarise the requirements for keeping records of assessment in an organisation.	Requirements for record-keeping › Types of records typically maintained › Centre procedures for secure storage, access and retention › Awarding-organisation and regulatory requirements › How records are maintained in own context › Examples of record-keeping in education and training contexts Attainment Indicator: Learner summarises the requirements for keeping records of assessment in an organisation, including the types, storage, retention and access controls.

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)
Learner Evidence	A single structured written assignment covering all 12 ACs across 4 LOs.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required.

Unit Aim	To assess the learner's knowledge and understanding of the principles and practices that underpin assessment in learning and development. This is a knowledge-only unit covering functions of assessment, key concepts, planning, involving the learner, decision-making, quality assurance, feedback, and applying assessment principles to own practice.
References	AO Ref: QU001863 · Ofqual Ref: D/601/5313 · Level: 3 · GLH: 24 · DSH: 6 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the principles and requirements of assessment	AC1.1 Explain the function of assessment in learning and development	Functions of assessment › How assessment drives learner progress and achievement within a qualification framework › The difference between formative and summative assessment and when each is used › The role of assessment in confirming competence and awarding qualifications › How assessment supports professional development and continuing improvement › Variation in assessment functions across sectors and qualification types Attainment Indicator: <i>Learner explains the function of assessment with reference to learning and development, including the role of assessment in confirming competence and supporting progression.</i>
	AC1.2 Define the key concepts and principles of assessment	Key concepts and principles: VARCS › Definitions of validity, reliability, authenticity, sufficiency and currency › How each VARCS principle supports fair and consistent assessment practice › Worked examples illustrating how each principle is applied in assessor decisions › Implications of poor application of VARCS principles in practice › Comparison of how principles operate across different assessment methods Attainment Indicator: <i>Learner defines each of the core principles of assessment (validity, reliability, authenticity, sufficiency, currency) and illustrates each with an applied example.</i>
	AC1.3 Explain the responsibilities of the assessor	Responsibilities of the assessor › Key duties: planning, conducting, recording and feeding back on assessment › Acting with impartiality, objectivity and consistency › Maintaining records and meeting awarding-organisation requirements › Safeguarding learner confidentiality and managing sensitive information › Accountability to learners, the centre and the awarding organisation Attainment Indicator: <i>Learner explains the responsibilities of the assessor including planning, conducting, recording and feeding back on assessment, and acting with impartiality and objectivity.</i>
	AC1.4	Regulatory context for assessment › Identify the regulatory frameworks applicable to assessment in own area

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Identify the regulations and requirements relevant to the assessment in own area of practice	› Awarding-organisation requirements that inform assessment decisions › Centre policies and procedures relating to assessment › Sector and vocational standards that underpin assessment › Practical impact of regulation and policy on day-to-day assessment Attainment Indicator: <i>Learner identifies the regulatory frameworks, awarding-organisation requirements and centre policies that apply to assessment in their own area of practice.</i>
LO2 Understand different types of assessment method	AC2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	Strengths and limitations of assessment methods › Range of methods: observation, questioning, portfolio, assignment, skills test, simulation › Reliability and validity of different methods in meeting individual needs › Strengths of each method for specific learner contexts and evidence types › Limitations and risks of each method › Reflective comparison drawing on own or observed practice Attainment Indicator: <i>Learner compares at least three assessment methods, identifying the strengths and limitations of each in meeting the needs of individual learners.</i>
LO3 Understand how to plan assessment	AC3.1 Summarise key factors to consider when planning assessment	Key factors in planning assessment › Information needed before assessment can be planned (starting points, prior achievement) › Agreeing an assessment plan with the learner and others › Methods, timings, evidence requirements and access arrangements › Communication, resources and administrative arrangements › How factors are balanced in own or observed planning Attainment Indicator: <i>Learner summarises the key factors to consider when planning assessment, including learner starting points, methods, timings and evidence requirements.</i>
	AC3.2 Evaluate the benefits of using a holistic approach to assessment	Benefits of a holistic approach › Definition of holistic assessment and how it differs from unit-by-unit › How holistic assessment reduces duplication of evidence › Benefits for the learner, the assessor and the centre › How holistic approaches support learner efficiency and engagement › Suitability of holistic assessment in different contexts Attainment Indicator: <i>Learner evaluates the benefits of a holistic assessment approach, demonstrating a considered judgement about efficiency, validity and learner experience.</i>
	AC3.3 Explain how to plan a holistic approach to assessment	Planning a holistic approach › Identifying cross-unit evidence opportunities in own context › Mapping planned activities to relevant LOs and ACs across units › Sample holistic assessment plan structure › Sequencing of activities to maximise coverage › Practical considerations in delivering holistic plans Attainment Indicator: <i>Learner explains how to plan a holistic approach, identifying cross-unit evidence opportunities and mapping activities to multiple criteria.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility	Risks in assessment › Common risks: learner malpractice, assessor bias, inauthenticity of evidence › Health, safety and welfare risks during assessment › How risks vary across different methods and contexts › Risk assessment procedures relevant to own practice › Examples of risks encountered and managed Attainment Indicator: <i>Learner summarises the risks that may be involved in assessment in their own area, including malpractice, bias, authenticity and health and safety risks.</i>
	AC3.5 Explain how to minimise risks through the planning process	Minimising risks through planning › Control measures embedded in assessment plans › Authentication strategies to reduce risk of plagiarism or collusion › Risk mitigation in scheduling and monitoring › Balancing rigour and learner experience when mitigating risk › Recording of risk decisions in the plan Attainment Indicator: <i>Learner explains how risks are minimised through planning, including control measures, authentication strategies and monitoring.</i>
LO4 Understand how to involve learners and others in assessment	AC4.1 Explain the importance of involving the learner and others in the assessment process	Involving learners and others › How involving learners increases engagement, motivation and ownership › Roles of others: workplace supervisors, witnesses, mentors › How involvement contributes to validity and authenticity › Communication and information sharing during assessment › Reflective examples from own or observed practice Attainment Indicator: <i>Learner explains why involving the learner and others (e.g. supervisors, witnesses) supports engagement, authenticity and validity of assessment.</i>
	AC4.2 Summarise types of information that should be made available to learners and others involved in the assessment process	Information for learners and others › Assessment plans, criteria, expectations and timings › Centre policies on assessment, appeals and malpractice › Access to assessment decisions and feedback information › Information about appeals and dispute procedures › Transparency and accessibility of assessment information Attainment Indicator: <i>Learner summarises the types of information that must be available to learners and others, including assessment plans, criteria, expectations and feedback.</i>
	AC4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal	Peer and self-assessment › Purposes and benefits of peer and self-assessment › How to structure peer and self-assessment activities for credibility › Examples of effective use in own or observed practice › Tools that support peer/self-assessment (rubrics, prompts) › The assessor's role in facilitating credible peer/self-assessment

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	responsibility in the assessment of learning	Attainment Indicator: Learner explains how peer and self-assessment can be used effectively to promote learner ownership and personal responsibility.
	AC4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners	Adapting assessment arrangements › Reasonable adjustments and special considerations › Adapting format, timings and access arrangements › Agreement of adjustments with the learner and awarding body › Examples of how adaptations have been applied in own practice › Balancing equity with integrity of assessment Attainment Indicator: Learner explains how assessment arrangements can be adapted to meet individual needs through reasonable adjustments and special considerations.
LO5 Understand how to make assessment decisions	AC5.1 Explain how to judge whether evidence is: sufficient, authentic, current	Judging evidence: sufficient, authentic, current › Definitions of sufficiency, authenticity and currency › How the assessor judges each principle against presented evidence › Common strategies to check authenticity (professional discussion, witness testimony) › Decision-making where evidence is insufficient, inauthentic or out of date › Recording of judgements made against each principle Attainment Indicator: Learner explains how to judge whether evidence is sufficient, authentic and current, with specific strategies for confirming each.
	AC5.2 Explain how to ensure that assessment decisions are: made against specified criteria, valid, reliable, fair	Ensuring valid, reliable, fair decisions › How decisions are referenced directly to specified criteria › How validity, reliability and fairness are assured in decision making › Role of sampling, moderation and standardisation › How decisions stand up to scrutiny by IQA and EQA › Recording of professional judgement and rationale Attainment Indicator: Learner explains how to ensure assessment decisions are made against specified criteria and are valid, reliable and fair.
LO6 Understand quality assurance of the assessment process	AC6.1 Evaluate the importance of quality assurance in the assessment process	Importance of quality assurance › How QA maintains consistency, validity and reliability across assessors › Role of internal and external QA in the assessment process › Consequences of weak or absent QA › How QA is experienced in own or observed practice › Contribution of QA to learner trust and centre reputation Attainment Indicator: Learner evaluates the importance of quality assurance, demonstrating considered judgement about how QA maintains consistency, validity and reliability.
	AC6.2	QA and standardisation procedures › QA and standardisation procedures operating in own centre › Typical sampling, standardisation and feedback cycle

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Summarise quality assurance and standardisation procedures in own area of practice	› How procedures ensure consistent and defensible decisions › Assessor's role within the QA cycle › Records maintained as evidence of QA participation Attainment Indicator: <i>Learner summarises the quality-assurance and standardisation procedures operating in their own area of practice, including the assessor's role within them.</i>
	AC6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	Procedures for assessment disputes › Typical sources of dispute: appeals, malpractice, disagreements › Centre's appeals and complaints procedures › Assessor's role in supporting fair resolution › Importance of timely and transparent dispute procedures › Recording of dispute decisions and outcomes Attainment Indicator: <i>Learner summarises the procedures to follow when assessment disputes arise, referencing centre appeals and complaints processes.</i>
LO7 Understand how to manage information relating to assessment	AC7.1 Explain the importance of following procedures for the management of information relating to assessment AC7.2 Explain how feedback and questioning contribute to the assessment process	Managing assessment information › Legal, regulatory and ethical drivers (GDPR, DPA 2018, centre policy) › Types of information collected and stored during assessment › Secure storage, retention and access controls › Consequences of poor information management › Assessor's accountability for information management Attainment Indicator: <i>Learner explains the importance of following procedures for managing assessment information, including GDPR, DPA 2018 and centre confidentiality policies.</i> Feedback and questioning in assessment › Purposes of feedback and questioning in confirming learning › Questioning techniques to check understanding and authenticity › How feedback supports learner motivation and progression › Timing and format of feedback for maximum impact › Use of feedback and questioning in own assessment practice Attainment Indicator: <i>Learner explains how feedback and questioning contribute to the assessment process by checking understanding, supporting authenticity and developing learner practice.</i>
LO8 Understand the legal and good practice requirements in relation to assessment	AC8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	Legal issues, policies and procedures › Legal frameworks (GDPR, DPA 2018, Equality Act, Health & Safety at Work Act) › Organisational policies that translate law into practice › Assessor responsibilities for confidentiality, health, safety and welfare › Practical compliance in own assessment practice › How breaches are identified and managed Attainment Indicator: <i>Learner explains the legal issues, policies and procedures relevant to assessment, including confidentiality, health, safety and welfare requirements.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC8.2 Explain the contribution that technology can make to the assessment process	Technology in assessment › Technologies commonly used (e-portfolios, tracking systems, online assessment) › How technology supports efficiency, accessibility and authentication › Benefits and limitations of technology-enabled assessment › Use of technology in own or observed practice › Emerging trends and their implications for assessors Attainment Indicator: <i>Learner explains the contribution technology can make to the assessment process, including e-portfolios, online assessment and digital record-keeping.</i>
	AC8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	Equality, diversity and bilingualism › How equality and diversity principles apply throughout assessment › Reasonable adjustments and access arrangements › Role of bilingual approaches where relevant › Assessor's role in upholding inclusive assessment › Equality monitoring and reporting requirements Attainment Indicator: <i>Learner evaluates requirements for equality, diversity and (where appropriate) bilingualism in assessment, showing considered judgement about inclusive practice.</i>
	AC8.4 Explain the value of reflective practice and continuing professional development in the assessment process	Reflective practice and CPD › Definition of reflective practice and recognised models (Gibbs, Kolb, Schön) › How CPD supports the currency of the assessor's knowledge › How reflection and CPD feed into quality improvement › Own reflective practice and CPD planning › Evidencing CPD and reflective practice in assessor records Attainment Indicator: <i>Learner explains the value of reflective practice and CPD in maintaining assessor currency, professional judgement and continuing improvement.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)
What the learner produces	A single structured written assignment covering all 25 ACs across 8 LOs. Knowledge-only unit underpinning practical assessment work.
Practice Requirement	No workplace practice required; previous assessing or teaching experience helpful for contextualising examples.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.

Appendix 01 Version Control

This document is subject to version control. Transcend Awards will request feedback from centres in advance of any change, inform centres in advance of re-publication, and track all changes here.

Version	Publication Date	Details
Version 01	20.05.2026	Initial publication of the Transcend Level 3 Award in Education and Training Qualification Specification. Incorporates three named pathways (Teaching, Individuals, Groups), AO Devised Assessment Strategy with pathway-neutral delivery model, Quality Assurance Conditions with medium-risk profile, and full unit specifications for ETU01–ETU05 and ASSU01 with delivery content and attainment indicators. Filename: TL3-AET-QUS-V-2026_VS

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