



Learning Resource Network

**QUALIFICATION SPECIFICATION: LRN LEVEL 3
CERTIFICATE IN EDUCATION AND TRAINING**

Qualification Accreditation Number: 601/9069/3

About LRN

Learning Resource Network (LRN) is an Awarding organisation which creates qualifications for educational institutions, independent learning providers and employers.

LRN is recognised for its portfolio of international English qualifications for those who want to provide evidence of their English Language skills for their professional or personal development. These qualifications are internationally recognised as providing proof of the skills and abilities required by educational institutes, professional bodies and governments.

LRN also creates qualification in business, enterprise, management, Islamic banking as well as qualifications in education and training. LRN offers its customers qualifications that are easy to deliver, cost effective and user friendly.

In producing its qualifications the project team drew upon the experience and expertise of academics, professionals working in the pertinent industries and colleagues with a wealth of practice and knowledge of validation, verification, delivery and assessment.

LRN Contact Details

Learning Resource Network
Unit 211
Burford Road Business Centre
11 Burford Road
London
United Kingdom
E15 2ST

Tel: +44 (0) 203 793 3519

enquiries@lrnglobal.org

www.lrnglobal.org

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WHAT ARE LRN QUALIFICATIONS?

LRN qualifications are designed to be relevant, stringently assessed and a true reflection of a candidate's ability and knowledge. For these reasons LRN expects them to become benchmark qualifications against which other qualifications are judged.

LRN qualifications are highly structured, offering a clearly marked progression route to higher education and professional development. Its qualifications are also standalone Certificates that have merit and value in themselves, so that if a candidate decides that they only wish or need to study up to a certain level, they can be assured – as can any potential employer – that they possess a qualification that totally equips them to work at that level and that they have demonstrated that they have the skills and knowledge to do so.

LRN qualifications are highly flexible and allow candidates or institutions to package the content of the qualification to best suit their and have the advantage of the flexibility of either certificates and diplomas that offer progression from level 4 up to level 7

ENTRY REQUIREMENTS

LRN Level 3 Certificate in Education and Training aims to give those entering the profession a starting point for their studies. This qualification is also suitable for those who have been practising within the sector but who have not yet obtained a formal qualification.

Candidates must have obtained one of the following:

- Three GCSE passes (at 'C' level standard). LRN will consider higher qualifications (A level) to be a sufficient entry standard.
- A level 2 qualification, or above, as shown on the regulated qualifications framework of the United Kingdom or overseas qualifications, as judged by UK NARIC, to be equivalent in standard to a level 2 qualification in the UK (or higher). Such qualifications should contain a similar number of learning hours to that of the Level 3 Certificate in Education and Training.
- LRN will consider each application on a case by case basis. Should candidates possess no such qualification, LRN will consider the employment status and history of a candidate's knowledge, in lieu of qualifications. A signed reference letter from employers' must accompany each application.
- Candidate must provide evidence of proficiency in the English Language.

KNOWLEDGE, SKILLS AND UNDERSTANDING

LRN does not require the learner to have previous knowledge or skills in this area. However, it may be useful for the learner to have an understanding of the subject matter or commensurate knowledge of the education and training sector.

SUPPORT AND RECOGNITION

These qualifications have been developed with the support of centres who are currently delivering qualifications at this level in Education and Training or who plan to do so in the future.

PROGRESSION

On successful completion of the LRN Level 3 Certificate in Education and Training, candidates may wish to progress to:

- Other qualifications at the same level in Education and Training;
- Higher level qualifications in Education and Training;
- Vocational qualifications in a non-related subject area.

RECOGNITION OF PRIOR LEARNING (RPL)

Please refer to LRN's policy on the Recognition of Prior Learning to determine whether previously achieved qualifications meet LRN's policy on possible exemptions.

ASSESSMENT

The qualification will be assessed by a combination of:

- Assignments; and
- Observation of teaching or training - The teaching will be a simulation of teaching (micro-teaching) to your peers on the course (referred to as a 30 minute micro teach)

GUIDANCE ON ASSESSMENT

Where a unit is to be assessed by an assignment, LRN wishes to clarify the following. To achieve a pass for a unit, a candidate must have successfully achieved all the learning outcomes and assessment criteria for that unit. There are no externally set written examinations for this qualification.

MODE OF DELIVERY

LRN does not define the mode of delivery for its Level 3 Certificate in Education and Training. Centres can develop the mode of delivery (such as full-time, part time, evening only, distance learning) that meets candidates' needs. Whichever mode of delivery is used, centres must ensure that candidates follow a teaching programme appropriate to the requirements of the qualification.

QUALIFICATION OVERVIEW

| Title | Level | Credits | GLH |
|--|-------|---------|-----|
| Understanding roles, responsibilities and relationships in education and training | 3 | 4 | 40 |
| Understanding and using inclusive teaching and learning approaches in education and training | 3 | 4 | 40 |
| Understanding assessment in education and training | 3 | 4 | 40 |
| Equality and Diversity | 4 | 6 | 60 |

TOTAL QUALIFICATION TIME (TQT)

| | | |
|------------------------------------|-------------------------------|---|
| Guided learning hours (GLH) | 180 | |
| Self-study (SS) | 90 | |
| Formative Assessment | 5 hours | Total Assessment Time (TAT) 10 hours |
| Summative Assessment | 5 hours | |
| Total Qualification Time | 280 Hours (GLH+SS+TAT) | |

DELIVERY APPROACH

The delivery approach should encompass a communicative approach with a strong emphasis on participation, interactive activities and materials & methodology that contextualises and encourages the use and understanding of Education and Training. Candidate ability should be exploited to its full potential. Tutors are required to select or develop relevant and up-to-date teaching materials that allow candidates to apply their learning to realistic activities in day to day life. In order to ensure a consistent approach to centre delivery centres are required to submit their principal teaching material for LRN's approval in good time before delivery.

GUIDANCE FOR TEACHING AND LEARNING

Candidates learn best when they are actively involved in the learning process. LRN encourages a robust and meaningful delivery programme throughout its qualifications. LRN also encourages a range of teaching methods and classroom-based activities to help candidates to learn, retain and demonstrate their knowledge and understanding.

Candidates should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. Centres can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

QUALITY ASSURANCE OF CENTRES

Centres delivering LRN qualifications must be committed to ensuring the quality of the assessment of all the units they deliver, through effective standardisation of assessors and verification of assessor decisions. LRN will rigorously monitor the application of quality assurance processes in centres.

LRN's quality assurance processes will involve:

- centre approval for those centres who are not already recognised to deliver LRN qualifications;
- approval to offer LRN qualifications and units in Education and Training;
- unexpected visits (UK centres) and requesting information at times which LRN deems necessary.

Once a centre registers candidates for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place. Centres will be required to undertake training and standardisation activities as agreed with LRN.

RESOURCES

LRN has a separate document for the content features, and a list of suggested resources for each unit. It is also advised that each candidate be provided with a core text book, and access to the relevant reading for each unit.

ACCESS AND RECRUITMENT

LRN's policy with regard to access to its qualifications is that:

- they should be available to everyone who is capable of achieving the required standard;
- they should be free from any barriers that restrict access and progression;
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit candidates to LRN qualifications with integrity. This will include ensuring that all candidates have appropriate information and advice about the qualifications.

Centres should put in place appropriate systems to assess a candidate's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the candidate within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

LANGUAGE OF MATERIALS

LRN aims to use language that is plain, clear, free from bias and appropriate to Level 3 candidates. Tutors preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to Level 3 candidates.

TUTOR QUALIFICATIONS

Tutors delivering LRN programmes are expected to have the relevant qualifications necessary for the delivery of a Level 3 qualification in Education and Training.

Use of plagiarism software

LRN will subject each assignment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assignments are similar to that of other authors.

Candidate will fail the assignment and unit where LRN discovered the assignment is plagiarised. LRN will advise centres and candidates as to the tolerance it will set on the similarity of content across each assignment.

ASSESSMENT CRITERIA

The assessment criteria describe the requirements a candidate is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification.

GRADING

Results are reported as pass or fail grades. Candidates need to achieve a pass on each of the three units.

RESULTS

The timescales in which LRN will issue its results is between 4 to 6 weeks.

SAMPLE ASSIGNMENTS

LRN will provide a sample assignment for each unit to its approved centre through centre portal.

QUALIFICATION FEATURES

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|--|--|--|--|-------------------------------|------------|
| 1 | Understanding roles, responsibilities and relationships in education and training | | | | |
| Unit Aim | | | | | |
| The aim of this unit is to ensure candidates understand the importance of clearly defined roles and responsibilities within the education and teaching sector. It is also important for candidates to understand the reliance of effective working relationships within the education and training sector. | | | | | |
| Unit Level | 3 | Credit Value | 4 | Unit Reference Number | R/508/3212 |
| GLH | 40 | | | Unit Grading Structure | Fail/Pass |
| Assessment Guidance | | | Assessment is by an assignment which is externally set and externally marked by LRN. | | |
| Learning Outcomes - The learner will: | | | Assessment Criteria - 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 the 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 in education and training | | | |
| | 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 requires working with other professionals. | | | |
| | 3.2 | Explain the boundaries between the teaching role and other professional roles. | | | |
| | 3.3 | Describe appropriate points of referral to meet the individual needs of learners. | | | |

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| 2 | Understanding and using inclusive teaching and learning approaches in education and training | | |
| Unit Aim | | | |
| The aim of this unit is to enable candidates to understand how to and be able to use an overarching and inclusive approach to teaching. There is an added requirement for candidates to appreciate the importance of utilising effective learning approaches within the education and training sector. Candidates are required to plan, deliver and evaluate a micro-teaching session of 30 minutes duration. | | | |
| Unit Reference Number | | Y/508/3213 | |
| Unit Level | 3 | Credit Value | 4 |
| GLH | 40 | Unit Grading Structure | Fail/Pass |
| Assessment Guidance | | Assessment is by an assignment which is externally set and externally marked by LRN. There is also a practical element where candidates need to plan, deliver and evaluate their own teaching session. | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand inclusive teaching and learning approaches in education and training. | 1.1 | Describe features of inclusive teaching and learning. |
| | | 1.2 | Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs. |
| | | 1.3 | Explain why it is important to provide opportunities for learners to develop their English, mathematics and ICT and wider skills. |
| 2 | Understand ways to create an inclusive teaching and learning environment. | 2.1 | Explain why it is important to create an inclusive teaching and learning environment. |
| | | 2.2 | Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. |
| | | 2.3 | Explain ways to engage and motivate learners. |
| | | 2.4 | Summarise ways to establish ground rules with learners. |
| 3 | Be able to plan inclusive teaching and learning. | 3.1 | Devise an inclusive teaching and learning plan. |
| | | 3.2 | Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs. |
| | | 3.3 | Devise an inclusive teaching and learning plan. |
| 4 | Be able to deliver inclusive teaching and learning. | 4.1 | Use teaching and learning approaches, resources and assessment methods to meet individual learner needs. |
| | | 4.2 | Communicate with learners in ways that meet their individual needs. |
| | | 4.3 | Provide constructive feedback to learners to meet their individual needs. |
| 5 | Be able to evaluate inclusive teaching and learning. | 5.1 | Review the effectiveness of own delivery of inclusive teaching and learning. |
| | | 5.2 | Identify areas for improvement in own delivery of inclusive teaching and learning. |

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| 3 | Understanding assessment in education and teaching | | |
| Unit Aim | | | |
| The aim of this unit is to enable candidates to demonstrate their understanding of key assessment principles within education and training. | | | |
| Unit Reference Number | | D/508/3214 | |
| Unit Level | 3 | Credit Value | 4 |
| GLH | 40 | Unit Grading Structure | Fail/Pass |
| Assessment Guidance | Assessment is by an assignment which is externally set and externally marked by LRN. | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand types and methods of assessment used in education and training. | 1.1 | Explain the purpose of types of assessment used in education and training. |
| | | 1.2 | Describe characteristics of different methods of assessment in education and training. |
| | | 1.3 | Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs. |
| | | 1.4 | Explain how different assessment methods can be adapted to meet individual learner needs. |
| 2 | Understand how to involve learners and others in the assessment process. | 2.1 | Explain why it is important to involve learners and others in the assessment process. |
| | | 2.2 | Explain the role and use of peer and self-assessment in the assessment process. |
| | | 2.3 | Identify sources of information that should be made available to learners and others involved in the assessment process. |
| 3 | Understand the role and use of constructive feedback in the assessment process. | 3.1 | Describe key features of constructive feedback. |
| | | 3.2 | Explain how constructive feedback contributes to the assessment process. |
| | | 3.3 | Explain ways to provide constructive feedback to learners. |
| 4 | Understand requirements for keeping records of assessment in education and training. | 4.1 | Explain the need for keeping records of assessment of learning. |
| | | 4.2 | Summarise the requirements for keeping records of assessment in an organisation. |

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| 4 Equality and Diversity | | | |
| Unit Aim | | | |
| The aim of this unit is to help practicing or aspiring teachers to develop an understanding of the nature and origins of personal values, beliefs, attitudes and prejudices, and the impact these can have on personal and workplace, school or college behaviours. | | | |
| Unit Reference Number | | F/508/6686 | |
| Unit Level | 4 | Credit Value | 6 |
| GLH | 60 | Unit Grading Structure | Fail/Pass |
| Assessment Guidance | | Assessment is by an assignment which is externally set and externally marked by LRN. | |
| 1 | Understand the key features of a culture which promotes equality and values diversity. | 1.1 | Define the meanings of equality and diversity in the UK context. |
| | | 1.2 | Analyse the benefits of promoting equality and diversity for individual learners. |
| | | 1.3 | Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity. |
| 2 | Understand the importance of promoting equality and valuing diversity in lifelong learning. | 2.1 | Reflect on how the promotion of equality and diversity can protect learners from risk of harm. |
| | | 2.2 | Explain actions that can be taken to value individual learners. |
| | | 2.3 | Explain good practice in providing individual learners with information. |
| 3 | Be able to promote equality and value diversity | 3.1 | Use different methods of communication to promote equality and diversity. |
| | | 3.2 | Reflect on how personal behaviour can impact on an organisation's culture in relation to equality and diversity. |
| | | 3.3 | Understand how Equality and Diversity be promoted outside of the organisation. |
| 4 | Understand how to help others in the promotion of equality and valuing of diversity | 4.1 | Describe actions by individuals which are damaging to equality and diversity. |
| | | 4.2 | Recommend modifications to systems and structures which do not promote equality and diversity. |
| 5 | Be able to review own contribution to promoting equality and valuing diversity in lifelong learning | 5.1 | Reflect on your own strengths in promoting equality and valuing diversity. |
| | | 5.2 | Evaluate the impact of own practice in promoting equality and valuing diversity. |
| | | 5.3 | Identify areas for further personal development in promoting equality and valuing diversity. |