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Qualification Specification

Highfield Level 3 Award in Delivering Training (RQF)

Qualification Number: 603/2930/0

Version 2.0 January 2019

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Highfield Level 3 Award in Delivering Training (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Award in Delivering Training (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation.

Key facts

| | |
|--|--|
| Qualification number: | 603/2930/0 |
| Learning aim reference: | 60329300 |
| Credit value: | 2 |
| Assessment method: | Practical assessment and self-evaluation |
| Guided learning hours (GLH): | 12 |
| Total qualification time (TQT): | 15 |

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is a practical qualification suitable for new and experienced trainers (external and internal) who wish to improve their classroom skills and obtain a training qualification that will also enable them to deliver regulated qualifications.

This qualification provides a good basis to help learners get a ‘foot first’ into training. The focus is on the effective delivery of training, allowing learners to develop planning, preparation and delivery skills, including delivery methods, questioning techniques and time management.

It’s mainly aimed at those who will use pre-prepared training materials to deliver training within the workplace, for example in-house training, as opposed to a training qualification that is more focused on procedures, protocol and regulatory requirements, such as education and training.

Entry requirements

This qualification is suitable for learners aged 16+.

It is recommended that learners have a level 2 in literacy before registering for the qualification.

Delivery/assessment ratios

To effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified assessor to a maximum of 12 learners in any one instance. If there are more than 12 learners, it will be necessary to add additional time on to the course or alternatively, an additional assessor could be used during the practical assessments. It is recommended that, for the micro-teaching session, learners should be ideally involved in groups of 4.

Centre requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

- a classroom appropriate to the size of the group
- electronic equipment suitable for the delivery of teaching sessions

Guidance on delivery

The total qualification time for this qualification is 15, and of this 12 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by a practical assessment and a self-evaluation report. To support centres with the assessment of this qualification, Highfield has produced an assessment pack and a TAI pack which are available to download from the members' area of the Highfield website. The qualification is graded pass or fail.

Learners must practically demonstrate the delivery of either 1 or 2 microteaching session(s) totalling 20 to 30 minutes, which demonstrates suitable level of achievement against each assessment criteria. Learners must also produce a simple timed plan which should be submitted with the assessment pack.

The self-evaluation report will need to be completed in a written format and accompany the assessment pack.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documents.

Tutor requirements

Nominated tutors for this qualification:

- **are strongly recommended** to hold a relevant subject area qualification, which could include any of the following:
 - Level 3 Award in Education and Training (RQF)
 - Level 4 Certificate in Education and Training (RQF)
 - Certificate in Education
- maintain appropriate continued professional development for the subject area

Centres can be approved for this qualification with just **1** person fulfilling the roles of both tutor and assessor.

Assessor requirements

Nominated assessors for this qualification:

- **are strongly recommended** to hold a relevant subject area qualification, which could include any of the following:
 - Level 3 Award in Education and Training (RQF)
 - Level 4 Certificate in Education and Training (RQF)
 - Certificate in Education
- **are recommended** to hold, or be working towards, a recognised assessing qualification, which could include any of the following:
 - Highfield Level 3 Award in Assessing Competence in the Work Environment
 - Highfield Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner Performance Using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner Using Difference Sources of Evidence
- maintain appropriate continued professional development for the subject area

Centres can be approved for this qualification with just **1** person fulfilling the roles of both tutor and assessor.

Internal quality assurance (IQA) requirements

Internal quality assurers for this qualification:

- **are strongly recommended** to hold a relevant subject area qualification or experience, which could include any of the following:
 - Level 3 Award in Education and Training (RQF)
 - Level 4 Certificate in Education and Training (RQF)
 - Certificate in Education
 - **are recommended** to hold, or be working towards, a recognised internal quality assurance qualification, which could include any of the following:
 - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
 - Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - D34 or V1 Verifier Awards
 - maintain appropriate continued professional development for the subject area
-

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learners' ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Award in Education and Training (RQF)
- Highfield Level 4 Certificate in Education and Training (RQF)
- Highfield Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

Useful websites

The following websites are recommended to support centres in the delivery of this qualification:

- www.highfieldqualifications.com
- www.highfield.co.uk

Appendix 1: Qualification structure

To complete the Highfield **Level 3 Award in Delivering Training**, learners must complete the following:

- **all units** contained within the mandatory group

Mandatory group

Learners must achieve **all units** in this group

| Unit reference | Unit title | Level | GLH | Credit |
|----------------|----------------------------------|-------|-----|--------|
| T/616/8747 | Planning and delivering training | 3 | 12 | 2 |

Appendix 2: Qualification content

Unit 1: Planning and delivering training

Unit number: T/616/8747

Credit: 2

GLH: 12

Level: 3

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1 Be able to plan and prepare a training session | 1.1 Prepare for training delivery 1.2 Select delivery methods and resources to meet the needs of the subject and of the learners 1.3 Prepare a simple timed plan |
| 2 Be able to deliver a training session | 2.1 Select and demonstrate delivery strategies 2.2 Use training materials and resources 2.3 Demonstrate the use of assessment strategies during delivery |
| 3 Be able to evaluate a training session | 3.1 Evaluate training delivery 3.2 Identify areas for future development |

Assessment Guidance

To meet assessment criteria 1.3, learners will need to prepare a simple timed plan prior to undertaking the microteaching session. This timed plan should be retained within the assessment pack for quality assurance purposes.

This unit includes a microteaching requirement. To meet assessment criteria 2.1, 2.2 and 2.3, learners must complete a 20-30 minute microteaching session that is observed and assessed by the centre.

Training materials or resources used by the learner during the micro-teach, such as presentation slides or handouts, should be retained within the assessment pack for quality assurance purposes. Electronic evidence (e.g. photographs of the resources used) is acceptable. If Highfield resources have been used. It is acceptable for these to just be referenced within the assessment pack.

To meet assessment criteria 3.1 and 3.2, learners will have to complete a written self-evaluation report.

Indicative Content

- 1.1 Prepare for training delivery
 - Identify learner group
 - Consider health and safety considerations and ground rules
 - Practicalities and resources (venue, equipment etc.)
- 1.2 Select delivery methods and resources to meet the needs of the subject and of the learners
 - Use a course specification

- Identify key content in a training programme
 - Know how to use training materials and resources to plan for training delivery
- 1.3 Prepare a simple timed plan
- Adapt pre-prepared course materials and delivery methods
 - This should contain at a minimum:
 - Learner group
 - Health and safety considerations
 - Subject area to be taught
 - Objectives
 - Approximate timings
 - Learner/tutor activity
 - Resources required
 - Assessment methods used
- 2.1 Select and demonstrate delivery strategies
- Use communication to build a rapport with learners
 - Ensure the training is accessible to all learners
 - Appropriate use of icebreakers and energisers
 - Ask suitable questions
 - Individual and group management
 - Adapt training during delivery to meet time constraints and achieve learning outcomes
- 2.2 Use training material and resources
- Different resources
 - Use of resources (either those provided or developed)
- 2.3 Demonstrate the use of assessment strategies during delivery
- Importance of initial, formative and summative assessment
 - Examples of initial, formative and summative assessment methods
- 3.1 Evaluate training delivery
- Self-evaluation of own delivery against set criteria
 - Provide verbal feedback to peers
- 3.2 Identify areas for future improvement
- Consider further development

Appendix 3: Sample assessment material

Highfield has produced an assessment pack which should be used to record the assessment of learners against the assessment criteria. A sample of this pack is provided below.

Observation Report – 20-30 minute micro-teach

This micro-teach can be made up from 1 x 20/30-minute session or 2 sessions totalling 20/30 minutes.

| | | | |
|----------------------|--|---------------------------|--|
| Learner Name | | Date | |
| Assessor Name | | Session start time | |
| Session Title | | Session End time | |

Learners will need to demonstrate competency in all areas to pass each assessment criteria. Only tick when the assessment criteria have been fully achieved. Information on how to assess full achievement is contained within the Tutor, Assessor and IQA pack.

| Assessment criteria | Did the learner? | ✓/X | Example/comment (to be completed by the assessor) |
|--|--|-----|---|
| Task 1: Planning and Preparing | | | |
| Prepare for training delivery (1.1) | Consider the learner group | | |
| | Consider health and safety | | |
| | Have suitable resources and equipment prepared/available | | |
| Select delivery methods and resources to meet the needs of the subject and of the learners (1.2) | Identify key content in a training programme, using a course specification | | |
| | Know how to use training materials and resources during the planning of delivery | | |
| Prepare a simple timed plan (1.3) | Prepare a simple timed plan suitable for the micro- teaching session | | |