



## TQUK Level 3 Award in Training the Care Trainer (RQF)

Qualification Specification

Qualification Number: 601/6818/3





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 3 Award in Training the Care Trainer (RQF) is regulated by Ofqual.

## Qualification Purpose

The Level 3 Award in Training the Care Trainer (RQF) is designed for those who are involved in training or assessing vocational skills, knowledge or occupational competences within the health or social care sector. The aim of this qualification is to provide the necessary introduction into teaching, learning and assessment processes, and to allow the learner to develop occupational competences to effectively deliver and assess in-house training e.g. Care Certificate. The qualification provides an introduction into teaching, learning and assessment processes.

In order to become an occupationally competent assessor, the learner would need to undertake the progression routes outlined below.

## Entry Requirements

In order to be able to successfully complete this qualification, the learner must demonstrate Literacy and Numeracy skills at Level 2. Additionally, the learner will need to have access to at least two members of staff who are currently undertaking in-house training, such as the Care Certificate in a health or social care setting.

Learners must be vocationally competent, and to have the necessary expertise to deliver or assess in-house training. Therefore, this qualification is most suitable for:

- Care or Residential Home Managers
- Heads of Care
- Senior Healthcare Assistants
- Team Leaders
- Deputy Managers
- Other professionals within the sector

The qualification is suitable for learners of 18 years of age and above

### Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 3 Award in Education and Training (RQF)
- TQUK Level 4 Certificate in Education and Training (RQF)
- TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF)
- TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF)

### Structure

Learners must achieve 11 credits to be awarded the TQUK Level 3 Award in Training the Care Trainer (RQF).

Units	Unit ref.	Level	Guided Learning Hours	Credit value
The principles of teaching, learning and assessment in a health or social care setting	L/507/5142	3	24	6
Embedding and assessing language, literacy and numeracy in health or social care workplaces	K/507/5147	3	10	3
Assessing skills, knowledge and competence in a health or social care setting	H/507/5146	3	8	2
Total			42	11

## Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 110 hours.

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 42.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

### **Support from TQUK**

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

### **Course Delivery**

#### **Pre-Course Information**

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

#### **Initial Assessment**

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### **Learner Registration**

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

### **Trainer/Assessor Requirements**

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.



## Useful Websites

Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Office of Qualifications and Examinations Regulation	<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>
Register of Regulated Qualifications	<a href="http://register.ofqual.gov.uk">http://register.ofqual.gov.uk</a>
Health and Safety Executive NI	<a href="https://www.hseni.gov.uk/">https://www.hseni.gov.uk/</a>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Units of assessment

### Unit 1

<b>Title:</b>	The principles of teaching, learning and assessment in a health or social care setting  L/507/5142	
<b>Level:</b>	3	
<b>Credit value:</b>	6	
<b>Guided learning hours:</b>	24	
<b>Learning outcome:</b>  The learner will:	<b>Assessment criteria:</b>  The learner can:	
1. Understand teaching and learning approaches used in delivery and training	1.1	Describe different learning styles
	1.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs
	1.3	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in meeting individual learner needs
	1.4	Explain the importance of selecting a range of teaching and learning approaches to accommodate individual learner needs or learning styles
	1.5	Explain the use of technology in facilitating teaching and learning
2. Understand the principles of inclusive teaching and learning	2.1	Describe the key features of inclusive teaching and learning
	2.2	Explain why it is important to identify and meet individual learner needs
	2.3	Explain ways to promote equality and value diversity
	2.4	Explain how to overcome individual barriers to learning
3. Understand the key features of assessment and assessment process	3.1	Explain the responsibilities of the assessor
	3.2	Identify sources of information that should be made available to learners and others involved in the assessment process

	3.3	Explain the purposes of types of assessment used in education and training
	3.4	Describe characteristics of different methods of assessment in education and training
	3.5	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
	3.6	Explain the function of assessment in learning and development
	3.7	Explain the effective use of technology in the assessment process
4. Understand holistic assessment	4.1	Explain how to plan an holistic approach to assessment
	4.2	Evaluate the benefits of using an holistic approach to assessment
	4.3	Explain why it is important to involve learners and others in the assessment process
5. Understand the features of effective feedback	5.1	Describe key features of constructive feedback
	5.2	Explain how constructive feedback contributes to the assessment process
	5.3	Explain ways to give constructive feedback to learners
6. Be able to motivate and engage learners in future learning and development	6.1	Explain ways to engage and motivate learners
	6.2	Review individual learners' progress in learning or development
	6.3	Assist individual learners to identify their future learning and/or development needs
7. Understand legal requirements when assessing within health or social care settings	7.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	7.2	Summarise the requirements for keeping records of assessment in an organisation
	7.3	Identify the regulations and requirements relevant to assessment in own area of practice

<u>Assessment requirements</u>  AC 3.3 To include: <ul style="list-style-type: none"><li>• initial assessment</li><li>• formative assessment (Assessment for Learning)</li><li>• summative assessment (Assessment of Learning)</li></ul> AC 3.4, 3.5 To include: <ul style="list-style-type: none"><li>• simulation</li><li>• exam/test</li><li>• oral or written questions</li><li>• observation</li><li>• assignment</li><li>• case study</li><li>• projects</li><li>• recognition of prior learning (RPL)</li></ul>		

Unit 2

<b>Title:</b>	Embedding and assessing language, literacy and numeracy in health or social care workplaces  K/507/5147	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Guided learning hours:</b>	10	
<b>Learning outcome:</b>  <i>The learner will:</i>	<b>Assessment criteria:</b>  <i>The learner can:</i>	
1. Understand the importance of addressing language, literacy and numeracy needs within the health or social care workforce	1.1	Explain the benefits for Service user, Employee and Organisation, of improving language, literacy and numeracy skills within the health or social care workforce
	1.2	Describe ways to develop language, literacy and numeracy skills within the health or social care workforce
	1.3	Explain the main barriers in developing language, literacy and numeracy skills within the health or social care workforce
	1.4	Explain ways to overcome the main barriers in developing language, literacy and numeracy skills within the health or social care workforce
2. Be able to recognise and address the language, literacy and numeracy needs within the health or social care workforce	2.1	Identify with a member of staff within the health or social care workforce their areas for development in language, literacy and numeracy
	2.2	Develop and use teaching and/or assessment activities/resources to develop language, literacy and numeracy skills within the health or social care workforce
	2.3	Provide constructive feedback to learners, considering learners progression, achievement and/or areas for development in language, literacy and numeracy

<p><u>Assessment requirements:</u></p> <p>LO2 must be assessed in the working environment. The use of alternative assessment methods, e.g. simulations or a project is not permitted.</p> <p>AC 1.2 To include:</p> <ul style="list-style-type: none"> <li>• embedding literacy, numeracy and language in teaching, learning and assessment processes</li> <li>• assessing grammar, spelling and punctuation</li> <li>• encouraging reading, writing and proof-reading</li> <li>• encouraging study skills</li> </ul> <p>AC 1.3 and 1.4 The barriers may include:</p> <ul style="list-style-type: none"> <li>• Dyslexia, Dyspraxia, Dyscalculia</li> <li>• English as a Second Language</li> <li>• Emotional and Behaviour Disorders</li> <li>• Autistic Spectrum Disorders</li> <li>• Moderate Speech Delay</li> <li>• Other health related issues</li> </ul> <p>AC 2.2 Approaches include:</p> <ul style="list-style-type: none"> <li>• embedding literacy, numeracy and language in teaching, learning and assessment process</li> <li>• assessing grammar, spelling and punctuation</li> <li>• encouraging reading, writing and proof-reading</li> <li>• encouraging study skills</li> </ul>		

### Unit 3

<b>Title:</b>  	Assessing skills, knowledge and competence in a health or social care setting  H/507/5146	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	8	
<b>Learning outcome:</b>  <i>The learner will:</i>	<b>Assessment criteria:</b>  <i>The learner can:</i>	
1. Be able assess skills, knowledge or competences in the health or social care setting	1.1	Plan the assessment of skills, knowledge or competence using a range of assessment methods
	1.2	Make assessment decisions that are valid, fair and reliable using a range of methods
	1.3	Explain how to judge whether evidence is sufficient, authentic and current
2. Be able to support, engage and motivate learners	2.1	Identify and meet learners' individual learning needs
	2.2	Promote equality, diversity and inclusion in the assessment process
	2.3	Provide constructive feedback to learners, considering learner's progression, achievement and/or areas for development
3. Be able to meet legal requirements when assessing within health or social care settings	3.1	Maintain records of assessment, its outcomes and learner progress
	3.2	Follow relevant policies, procedures and legislation, including those for maintaining confidentiality, health, safety and welfare
<b>Assessment requirements:</b>  This unit assesses occupational competences; therefore must be assessed in the working environment. The use of alternative assessment methods, e.g. simulations or a project is not permitted.  AC 1.1,.1.2 Assessment methods to include all or some of the following: <ul style="list-style-type: none"> <li>• direct observations of performance in the work environment</li> </ul>		

- work product
- witness testimony
- oral or written questions
- professional discussion
- assignments
- case studies
- recognition of prior Learning (RPL)