

AIM Qualifications Level 3 Award in Education and Training Specification

600/9783/8

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About us

Qualification specification for Level 3 Award in Education and Training

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

About this qualification specification

This specification is intended for tutors, internal verifiers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview



Purpose of this qualification

The AIM Qualifications Level 3 Award in Education and Training provides an introduction to teaching, It can meet the needs of a range of trainee teachers; for example, individuals not currently teaching or training, individuals currently teaching or training (including those who have just begun teaching or training), and individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

The award has two possible routes:

1. Education and Training

Component code	Component title
Mandatory (Group A)	
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training
Group B	
D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training
Group C	
R/505/0050	Understanding Assessment in Education and Training

2. Learning and Development

Component code	Component title
Mandatory (Group A)	
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training
Group B	
F/502/9548	Facilitate learning and Development in Groups
OR	
J/502/9549	Facilitate learning and Development for Individuals
Group C	
D/601/5313	Understanding the Principles and Practices of Assessment

In the Education and Training route, topics include roles and responsibilities, assessment and understanding and using inclusive teaching and learning approaches. There is a requirement to plan and carry out an observed microteaching session.

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In the Learning and Development route, topics include roles and responsibilities, facilitating learning for individuals and groups and understanding the principles and practices of assessment. There is a requirement to undertake observed and assessed practice in a real work environment.

A resource pack containing assessment guidance will be included with this qualification for centres to use as an option.

Qualification details

AIM Qualifications Level 3 Award in Education and Training	
Qualification Type	RQF
Assessment	Internally assessed and externally moderated portfolio of evidence
Grading	Pass / Fail
Geographical coverage	England
Operational start date	01 – July 2013
Review date	30 – March- 2028
Sector	13.1 – Education and Training
Qualification number	600/9783/8
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	120
Minimum learner age	19+
Rules of combination	Learners must achieve 12 credits in total to achieve this qualification: 3 credits must be achieved from the Mandatory Group A, 6 credits must be achieved from Optional Group B, 3 credits must be achieved from Optional Group C.

Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

Progression opportunities

Learners may progress to a Level 4 Certificate in Education and Training or a Level 5 Diploma in Education and Training. Learners may also progress onto other higher education qualifications related to teaching, learning and assessment practice.

Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

All trainee teachers joining this qualification should undertake an initial assessment of skills in English, Mathematics and ICT. They should record their development needs and, where applicable, agree on an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, Mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required. There are no other nationally agreed entry requirements.

Resource requirements

Centres must ensure that they have the appropriate resources in place to deliver the units in this qualification. Learners should have access to classrooms equipped with teaching aids for the micro-teaching sessions. Learners should also have access to learning resources such as text books, online resources and journals.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors delivering and/or observing and assessing have the following:

- a teaching qualification, this does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS Awards.
- evidence of teaching experience in an education and training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development components (see Section 2 unit list) – they must:

1. already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
2. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
3. hold, or be working towards one of the following qualifications or their recognised equivalent:
 - a. Level 3 Award in Assessing Competence in the Work Environment (QCF); or
 - b. Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - c. A1 Assess candidate performance using a range of methods; or
 - d. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
4. show current evidence of continuing professional development in assessment and quality assurance

Centres must also ensure that they have in place an Internal Quality Assurance person who:

5. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
6. hold, or be working towards one of the following assessor qualifications or their recognised equivalent:
 - a. Level 3 Award in Assessing Competence in the Work Environment; or

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- b. Level 3 Certificate in Assessing Vocational Achievement; or
 - c. A1 Assess candidate performance using a range of methods; or
 - d. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
7. Hold, or be working towards one of the following internal quality assurance qualifications or their recognised equivalent:
- a. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
 - b. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
 - c. V1 Conduct internal quality assurance of the assessment process; or
 - d. D34 Internally verify the assessment process; and
8. show current evidence of continuing professional development in assessment and quality assurance.



Section 2 – Qualification structure



Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

Rules of combination for:		Level 3 Award in Education and Training		
Learners must achieve 12 credits in total to achieve this qualification. 3 credits must be achieved from the Mandatory Group A 6 credits must be achieved from Optional Group B 3 credits must be achieved from Optional Group C				
Component code	Component title	Level	GLH	Credit
Mandatory (Group A)				
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	Three	12	3
Group B				
J/502/9549	Facilitate learning and Development for Individuals	Three	25	6
F/502/9548	Facilitate learning and Development in Groups	Three	25	6
D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	Three	24	6
Group C				
R/505/0050	Understanding Assessment in Education and Training	Three	12	3
D/601/5313	Understanding the Principles and Practices of Assessment	Three	24	3

Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

Level	Knowledge descriptor	Skills descriptor
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

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Section 3 – Assessment



How this qualification is assessed

Centres to use assessments internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units. Centre devised assessment tasks should be approved by the internal verifier for the course before delivery commences to ensure the assessment is fit for purpose and meets the standards required.

- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

Assessment method	Overview
Portfolio of Evidence	The portfolio comprises a series of tasks that are mapped to the assessment criteria of the units. Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the candidate has met the requirements of the qualification.
Microteach / Observation of Practice	<p>The microteach / practical assessment observation is mandatory for the following optional components:</p> <ul style="list-style-type: none"> - Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training (1 hour total) - Facilitate Learning and Development for Individuals (no time mandate) - Facilitate Learning and Development in Groups (no time mandate) <p>Centres may devise when to undertake the microteach / observation of practice assessment</p> <p>Centres grade observations based upon the Ofsted Grade descriptors for quality of education (see appendix 2)</p>

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following optional unit:

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- Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training (Level 3)

For this unit, trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one **15-minute microteaching session** that is observed and assessed by a member of the delivery team. For the additional 45 minutes, trainee teachers can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Trainee teachers who are currently teaching may wish to use their practice to meet the requirements of this unit instead of microteaching.

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the Learning and Development suite that are included in this qualification:

- Facilitate Learning and Development for Individuals (Level 3)
- Facilitate Learning and Development in Groups (Level 3)

Practice should be in the appropriate context – with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

AIM Qualifications stipulates that to pass, observations should meet the requirements for ‘Good’ (grade 2) criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Ofsted further education and skills inspection handbook (available [here](#))

Assessed observations of practice judged ‘Inadequate’ (grade 4) should not count towards assessed observations of practice required for the qualification, though these observations should be recorded with feedback provided.

Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



Section 4 – Operational guidance



Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre.

New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering this qualification.

All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



Section 5 – Appendices and links



Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

Useful appendices

Appendix 1 – Command Verb listing

Appendix 2 – Ofsted Grade Descriptors

Command verbs

Level 3	
Analyse	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships.
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
Compare and Contrast	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
Justify	Learners are able to give reasons or evidence to, support an opinion, or prove something right or reasonable.
Outline	Learners provide a general description or plan showing the essential features of something but not the detail.
Summarise	Briefly present an abstract of the main points.

All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.

Appendix 2 – Ofsted Grade Descriptors for Quality of Education

Grade	Descriptor details
Outstanding (1)	<ul style="list-style-type: none"> - The provider meets all the criteria for a good quality of education securely and consistently. - The quality of education is exceptional. - the provider’s curriculum intent is strong. Throughout the provider and its subcontractors, teachers have a firm and common understanding of the intended curriculum and what it means for their practice. - The provider’s implementation of the curriculum is consistently strong. Across all parts of the provider, including in subcontracted provision and for learners with SEND and those with high needs, teaching and training are of a high quality. Training activities contribute well to delivering the curriculum intent. - The work that learners do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. - The impact of the taught curriculum is strong. Learners acquire and develop high-quality skills and produce work of a consistently high standard. - Learners consistently achieve highly, particularly the most disadvantaged. Learners with SEND achieve the best possible outcomes.
Good (2)	<ul style="list-style-type: none"> - Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local, regional and national employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life. - The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. - The provider is ambitious for all its learners, including those with SEND and those who have high needs, and this is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. - Learners study the intended curriculum. Providers ensure this by teaching all components of the full programmes of study. - Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. Where relevant, teachers have extensive and up-to-date vocational experience.

- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check learners' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary, but without having to use unnecessary, time-consuming, individual approaches to presenting subject matter.
- The work that teachers give to learners is demanding and ensures that learners build knowledge and acquire skills, improving on what they already know and can do.
- Teachers encourage learners to use subject-specific, professional and technical vocabulary well.
- Teachers work effectively with support staff to ensure that all learners achieve as they should.
- Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers and trainers select and produce – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.
- Any remote education is well integrated into the programme of education/training, and is well designed to support the wider implementation of the provider's curriculum.
- Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate and available, impact is reflected in results from national examinations, which meet government expectations, or in the qualifications or apprenticeship standards obtained.
- Learners are ready for the next stage of education, employment or training. They have gained qualifications or have met the standards to go on to destinations that meet their interests and aspirations and the goal of

	<p>their course of study. Learners with SEND/high needs have greater independence in making decisions about their lives.</p>
<p>Requires Improvement (3)</p>	<ul style="list-style-type: none"> - The quality of education is not yet good.
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> - The curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Learners experience a jumbled, disconnected series of lessons/training that do not build their knowledge, skills or understanding. - Learners' experiences in lessons or sessions contribute weakly to their learning of the intended curriculum. - The curriculum does not prepare learners for the opportunities, responsibilities and experiences of life in modern Britain. - Weak assessment practice results in teaching that fails to meet learners' needs. - Learners do not develop or improve the English and mathematical skills they need to succeed in their next stage, whether that is in education, training or employment or in greater independence. - The attainment and progress of learners are consistently low and show little or no improvement over time, indicating that learners are underachieving considerably. - Learners with SEND do not benefit from a good-quality education. Staff's expectations of them are low. Staff do not identify learners' needs accurately, and are therefore unable to support learners' development effectively. - Learners have not attained the qualifications, skills or behaviours appropriate for them to progress to their next stage of education, training or employment. - The curriculum does not meet the needs of learners or employers, the local community or local, regional or national economies.