

ASA LEVEL	AWARD IN EDUCATION AND TRAINING (QCF)
3	(QAN): 601/0238/X Qualification Specification

About ASA qualifications

The Amateur Swimming Association (ASA) is a leading provider of aquatic qualifications in England and is recognised by employers for setting the industry standard in providing learners with the knowledge and skills to perform successfully within the workplace. As an awarding organisation we are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual) to offer vocational qualifications. Providing progression from Level 1 to Level 4, we verify learners have been assessed fairly and accurately, confirm the necessary units have been completed and certificate those qualifications achieved.

The full list of qualifications awarded by the ASA Awarding Body (ASA AB) is available on request or can be viewed on the Register of Regulated Qualifications using the following link:

- [Qualifications](#)

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Publication

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SECTION 1 - About this publication

Welcome to the qualification specification for the ASA Level 3 Award in Education and Training (QCF).

Awarded by the ASA AB, this qualification provides learners with an introduction to teaching within a wide range of environments.

Divided into five sections, this specification has been designed for ASA AB Approved Centres to provide essential information needed to offer the qualification.

About the qualification

This section will provide information to help centres understand the qualification in terms of its structure, content and provides essential information needed to offer this qualification.

Learner information

This section outlines the registration process and progression routes.

Centre requirements

This section outlines the requirements a centre must meet and adhere to in order to deliver this qualification. It also provides information for the delivery and assessment of the qualification and highlights the need and importance of quality assurance.

Delivering the qualification

This section contains information to be used for the delivery and assessment of this qualification. This section also ensures centres are aware of the ASA AB's requirements.

Supporting information

This section contains additional guidance to help support centres with effective delivery and assessment of this qualification.

Overview of the qualification

Qualification title:	ASA Level 3 Award in Education and Training (QCF)
Qualification accreditation number (QAN):	601/0238/X
Total number of credits:	12
Guided learning hours (GLH):	48
Award level:	3
Operational start date:	01 September 2013
Review date:	31 May 2017

The learner must achieve a total of 12 credits from all mandatory units and two optional units

Qualification objective

The ASA Level 3 Award in Education and Training (QCF) is a vocational qualification. A vocational qualification offers a practical learning programme, challenges the learner and provides them with the skills and confidence needed to contribute to a specific role in the workplace.

This qualification has been developed using recognised standards for teaching in the lifelong learning sector. These standards describe the skills, knowledge and attributes required to perform the wide variety of teaching and training roles undertaken within the sector.

The qualification is recommended for learners who:

- Require an introduction to teaching in the lifelong learning sector
- Are seeking career progression in their area of work
- Are seeking to progress towards attaining ATLS/QTLS status
- Teach/tutor courses that are not publicly funded
- Are trainers in industry

Assessment

Learners will be assessed using a combination of methods such as observation, examination of products, oral and written questioning, professional discussion and assignments/case study, as well as microteaching sessions.

Achievement of this qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to teach/train within a wide range of organisations in the lifelong learning sector, including further education.

Learner entry requirements

There are no formal entry requirements for this qualification and learners are not required to have any prior experience of teaching. Learners must be at least 19 years of age to register on to this qualification.

Structure of the qualification

Units, credits and levels

The ASA Level 3 Award in Education and Training (QCF) is made up of the following units:

Group	Unit number:	Unit title:	Reference number:	Unit level:	Credit value:
A	A1	Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	3
B	B1	Understanding and using inclusive teaching and learning approaches in education and training	D/505/0052	3	6
	B2	Facilitate learning and development for individuals	J/502/9549	3	6
	B3	Facilitate learning and development in groups	F/502/9548	3	6
C	C1	Understanding assessment in education and training	R/505/0050	3	3
	C2	Understanding the principles and practices of assessment	D/601/5313	3	3

These units enable learners to:

- Develop confidence, communication and interpersonal skills
- Identify the principles of learning, teaching, assessment and evaluation
- Develop an awareness of their professional role and responsibilities
- Adopt an integrated approach to the theory and practice of teaching and learning
- Reflect on their own previous or current levels of experience, practice and skills, and areas for development.

Rules of combination for this qualification

Group A – three credits must be achieved from this group

Group B – six credits must be achieved from this group

Group C – three credits must be achieved from this group

Structure of the qualification

The units

Each unit is divided into **Learning Outcomes**. These are defined as 'A statement of what a learner can be expected to know, understand or do as a result of the process of learning' (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

These learning outcomes are divided into **Assessment Criteria**. These are defined as 'Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved' (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

Qualification and unit assessment

In order to achieve a unit the learner must meet all of the learning outcomes. Therefore, in order to achieve the full qualification learners must complete and achieve three units of this qualification.

Grading

There is no grading structure for this qualification, therefore learners will be awarded either a pass or refer.

About the qualification

Unit specification – A1

Unit title: Understanding roles, responsibilities and relationships in education and training

Reference number: H/505/0053

Credit value: 3

GLH: 12

Unit aim: This unit covers the roles and responsibilities of the teacher, ways to create and maintain a safe and supportive environment as well as understanding professionals within education

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 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 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 involves working with other professionals 3.2 Explain the boundaries between the teaching role and other professional roles 3.3 Describe points of referral to meet the individual needs of learners

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through a variety of assessment methods inclusive of, but not limited to, questioning (written and/or oral), professional discussion, assignments, portfolios or through observation of practice.

About the qualification

Unit specification – B1

Unit title: Understanding and using inclusive teaching and learning approaches in education and training

Reference number: D/505/0052

Credit value: 6

GLH: 24

Unit aim: This unit covers inclusive teaching and learning approaches, ways of creating an inclusive environment, as well as planning, delivering and evaluating inclusive teaching and learning.

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, 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
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 the delivery of 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

Assessment:

There is a microteaching requirement 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, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

About the qualification

Unit specification – B2

Unit title: Facilitate learning and development for individuals

Reference number: J/502/9549

Credit value: 6

GLH: 25

Unit aim: This unit covers the principles and practicalities of one to one learning, how to facilitate one to one learning and development, how to assist learners with applying their knowledge and support learners in their reflections all on a one-to-one basis.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand principles and practices of one to one learning and development	1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs
2 Be able to facilitate one to one learning and development	2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development
3 Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills
4 Be able to assist individual learners in reflecting on their learning and/or development	4.1 Explain benefits of self evaluation to individuals 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs

Assessment:

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Learners are required to undertake observed and assessed practice in a real work environment in the appropriate context, for example with individual learners.

About the qualification

Unit specification – B3

Unit title: Facilitate learning and development in groups

Reference number: F/502/9548

Credit value: 6

GLH: 25

Unit aim: This unit covers the principles and practicalities of group learning, how to facilitate in groups, how to assist learners with applying their knowledge and support learners in their reflections all in a group environment.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand principles and practices of learning and development in groups	1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups
2 Be able to facilitate learning and development in groups	2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide feedback to improve the application of learning
4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs

Assessment:

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Learners are required to undertake observed and assessed practice in a real work environment in the appropriate context, for example with groups of learners.

About the qualification

Unit specification – C1

Unit title: Understanding assessment in education and training

Reference number: R/505/0050

Credit value: 3

GLH: 12

Unit aim: This unit covers the types and methods of assessment, how to involve learners in the assessment process, the use of effective feedback and how to keep good records.

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 purposes 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 give constructive feedback to learners
4 Understand requirements for keeping records of assessment in education and training	4.1 Explain the need to keep records of assessment of learning 4.2 Summarise the requirements for keeping records of assessment in an organisation

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through a variety of assessment methods inclusive of, but not limited to, questioning (written and/or oral), professional discussion, assignments, portfolios or through observation of their practice.

About the qualification

Unit specification – C2

Unit title: Understanding the principles and practices of assessment

Reference number: D/601/5313

Credit value: 3

GLH: 24

Unit aim: This unit covers the principles of assessment, different types of assessment, how to plan assessment and inclusion of the learner in this process.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2 Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3 Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
4 Understand how to involve learners and others in assessment	4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners
5 Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: • sufficient • authentic • current 5.2 Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair
6 Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process 6.2 Summarise quality assurance and standardisation procedures in own area of practice 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7 Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment 7.2 Explain how feedback and questioning contribute to the assessment process

8 Understand the legal and good practice requirements in relation to assessment

- 8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
- 8.2 Explain the contribution that technology can make to the assessment process
- 8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
- 8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through a variety of assessment methods inclusive of, but not limited to, questioning (written and/or oral), professional discussion, assignments, portfolios or through observation of their practice.

SECTION 2 – Learner information

The ASA AB's policy regarding access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- 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 learners to this qualification with integrity. This will include ensuring learners have appropriate information and advice about the qualification and that the qualification will meet their needs.

Registration

Once learners are registered with the ASA AB they have 18 months to successfully complete their qualification. If an extension to registration is required, the centre should contact the ASA AB to request this. Each individual case will be viewed on its merits.

Recruitment

Learners should not be entered for a qualification of the same type, content and level to a qualification they already hold. There are no formal entry requirements and learners are not required to have any prior experience of teaching or training.

Please note: Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Progression

On completion of this qualification, there are a number of progression opportunities available to learners. They can:

- Work as a teacher/trainer in an appropriate environment to develop their experience and knowledge within a tutoring context
- Register onto the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF)
- Attend additional training opportunities as detailed within the ASA continuing professional development (CPD) directory to ensure knowledge and skills remain current.

Learners will need to satisfy the entry requirements of any qualification they enrol on.

SECTION 3 – Centre requirements

Centre approval

Only ASA AB approved organisations can offer ASA qualifications. Those organisations approved by the ASA AB are referred to as ASA Approved Centres (centres).

Organisations without ASA approval

Those organisations that wish to offer ASA qualifications and do not have approval to do so will need to apply to the ASA AB to become a centre.

When an organisation applies for approval to become a centre, they are required to enter into an accreditation agreement. The accreditation agreement is a formal commitment by the centre to meet all the requirements of the qualification specification(s) and other conditions as identified by the ASA AB. Sanctions may be applied if centres do not comply with the agreement.

- To become a centre, organisations will be required to meet a set of quality standards and eligibility criteria. This is known as the centre approval process.
- To offer ASA qualifications such as the ASA Level 3 Award in Education and Training (QCF) qualification, organisations will need to seek approval to do so. This is known as the qualification approval process.

Although both processes consist of separate applications, it is recommended that organisations apply for both centre and qualification approval within the same application.

Full details of the process, along with the application form for centre and qualification approval are available for download from the ASA website: [Providing ASA qualifications - A Guide to Approved Centre and Qualification Approval](#).

Centres with ASA approval

Those organisations already accredited as a centre will need to gain qualification approval to offer the ASA Level 3 Award in Education and Training (QCF). Further information on the qualification approval process can be found on the ASA website.

Centres should familiarise themselves with the structure, content and assessment requirements of this qualification prior to planning the learning programme.

Workforce

In order to deliver, assess and quality assure (internally verify) this qualification, it is important for centres to have and utilise its resources effectively, in other words have the right people in the right place at the right time.

Tutors

The role of the tutor is to plan and deliver an appropriate learning programme of activities that prepare learners for assessment.

Tutors delivering this qualification should:

- Hold a current ASA tutor licence
- Have the appropriate occupational skills, knowledge and experience to deliver learning opportunities. The knowledge possessed must be, as a minimum, a level higher than that of the qualification
- Hold a relevant teaching qualification, for example Level 4 in Education and Training (QCF), Post Graduate Certificate of Education (PGCE), Certificate of Education (Cert Ed), Level 3/ 4 Certificate in Teaching in the Lifelong Learning Sector (QCF), Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) or other teaching qualifications as per the SVUK tariff
- Have up-to-date working knowledge and experience of best practice in teaching/tutoring/training
- Have excellent interpersonal skills
- Be able to communicate effectively with learners.

Assessors

Assessments of learners delivering their sessions in a work-related environment will be conducted by an assessor. The role of the assessor is to assess the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors are to only assess qualifications in their acknowledged area of technical and occupational expertise, therefore individuals assessing the qualification are required to meet the below criteria.

Assessors must hold any of the following:

- Hold a current ASA assessor licence
- Level 3 Certificate in Assessing Vocational Achievement (QCF) or,
- Equivalent qualifications such as A1/2 or D32/33 qualifications.

Please note: The same person can be a tutor or an assessor as long as they meet the requirements set out above.

Individuals who do not meet the above criteria for tutors/assessors and, more importantly, do not hold the required qualifications, are not permitted to deliver this qualification. Those wishing to become a tutor/assessor will need to contact workforcesupport@swimming.org for further information about the process.

Internal Verifiers

The role of the Internal Verifier (IV) is to monitor the assessments ensuring accuracy and consistency of activities and assessment decisions are maintained. The IV can also provide support and guidance to assessors. Individuals internally verifying the qualification are required to meet the following specific criteria for the role:

- Be a holder of an appropriate internal verification qualification (D34, V1 or Level 4 Internal Quality Assurance (QCF) qualification (2010 onwards), and
- Have current experience of conducting internal quality assurance procedures.

Please note: IVs cannot quality assure their own assessments.

The conditions stated are the minimum requirements individuals must meet in order to fulfil the role(s) of tutor, assessor or IV.

Centres may have further criteria and personnel requirements in addition to the above.

Continuing professional development (CPD)

Centres are expected to support their workforce by ensuring:

- Their knowledge remains current,
- They demonstrate best practice in delivery, mentoring, training, assessment and verification, and that
- They take into account any national or legislative developments.

These may include: observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences.

Further opportunities for CPD may be found on the ASA CPD directory on the ASA website.

Resources

Centres are responsible for ensuring the learning environments selected are appropriate for use in the delivery and assessment of this qualification.

Training room

Appropriate rooms are required for the delivery and assessment of this qualification and should be large enough to accommodate the number of learners expected for varied delivery methods. The room should have good use of natural light, have minimal ambient noise and appropriate temperature control to provide a comfortable learning environment. There should be adequate tables and chairs for learners to be able to sit comfortably and undertake written work.

The equipment needed, as a minimum, should include:

- Flip charts (minimum of two) with paper and pens
- A data projector and projection screen
- Access to internet connection

Learners should be able to access refreshments. If it is not possible to provide these facilities on site, it must be clearly stated in the information provided to the learner by the centre.

Learning environment

It is at the discretion of the centre to determine the most appropriate learning environment for delivery and assessment. Learners may be managed in small or large groups or individually. Centres must consider tutor: learner ratios depending on the space available, ensuring it is in accordance with appropriate health and safety requirements.

Qualification administration and process

Administration

Full details of the ASA AB's administrative procedures for this qualification are provided in 'Providing ASA Qualifications – Approved Centre Handbook' which is provided upon application to become a centre. This information includes details on:

- Registration procedures
- Fees
- Claiming certification

Centres should be aware of the time constraints regarding registration and certification periods for ASA qualifications, as specified on the ASA website. Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certificate end dates for the qualification are subject to change.

Registration

Learners must be registered prior to the start date of their learning programme. Centres should submit registrations using the Learner Registration Form to the relevant Qualification and Accreditation Administrator within the ASA AB.

Following registration, an email will be issued by the ASA AB to the centre. This will confirm the Learner Registration Form has been received and processed. If there are any problems during the registration process, these will be identified and communicated to the centre and will be required to be acted upon immediately.

Certification

When all assessments for the qualification have been passed by the assessor and internally verified (following external verification or sanctions) , learner results should be submitted to the ASA AB via completion of the ASA AB Learner Achievement Summary form.

Learners successfully achieving all assessments for this qualification will be issued with the ASA Level 3 Award in Education and Training (QCF). The qualification title, along with the QCF qualification accreditation number and unit titles will appear on the certificates. Learners will need to be made aware of this when they are recruited by the centre and registered with the ASA AB.

Recognition of Prior Learning (RPL)

RPL is defined as: 'A method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726).

The implementation of RPL prevents a learner from being repeatedly assessed for skills or knowledge they already possess, therefore, any previous achievements or relevant experiences obtained through various environments (e.g. formal work, at home and/or in leisure), are applicable for RPL consideration as long as the standards and requirements detailed in the unit specification and assessment criteria are met.

Credit will be awarded once the learner has successfully demonstrated and evidenced to the assessor that they meet the assessment criteria of the unit. Therefore the use of RPL is acceptable for accrediting a unit, units or whole qualification without the learner having to complete the course.

RPL is an alternative route and *not a shortcut* to attaining the qualification. Claiming RPL is the learner's responsibility. Any claim for RPL is to be submitted against a whole unit/units only, partial completion of a unit/ units cannot and will not be accepted nor credited.

Credit Accumulation and Transfer (CAT)

CAT is 'the process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification'

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

To apply, learners should complete the CAT application form found on the ASA website and submit this to the ASA AB along with a copy of the qualification and the processing fee.

SECTION 4 – Delivering the qualification

Delivery

Initial assessment

An initial assessment of each learner wishing to register onto this qualification should be made prior to the start of their learning programme. The purpose of conducting an initial assessment for every learner is to:

- Recognise any prior learning relevant to the qualification
- Identify any support needs, including literacy, language, numeracy and ICT skills
- Understand the aspirations of the learner and their long-term plan

The format and content of this assessment is the decision and responsibility of the centre.

From this assessment the results should identify what support the centre needs to provide or what training is required further by the learner to enable them to pursue the qualification. Any support or guidance provided should be recorded within the learner's individual learning programme.

Induction

All learners should receive an appropriate induction to the programme to ensure they understand the requirements of the qualification, their responsibilities as learners and what they should expect from the tutor and centre.

Information about the requirements of the qualification and the responsibilities of the learner and centre are outlined in the supporting resources for this qualification. Learners should be signposted to this information and the induction should utilise this resource.

Access arrangements and special considerations

The ASA AB's policy on access arrangements and special considerations for ASA qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are provided in the Reasonable Adjustments and Special Considerations Policy for ASA Qualifications, which can be found on the ASA website.

Learning programmes

The ASA AB will not direct centres on how they should deliver this qualification. It is at the centres' discretion as to how delivery of this qualification is managed. As long as the requirements of the qualification can be met, centres have the flexibility to deliver this qualification in whatever way, and in as many hours, as they deem appropriate. When planning the learning programme, centres must ensure they meet the needs and capabilities of the learner and also the learning outcomes of the qualification.

There is no requirement to deliver the units of this qualification in the order they appear within the structure or within this specification; the qualification can be delivered holistically. Therefore, as long as centres plan an appropriate learning programme that meets the qualification requirements as identified in the specification, the order in which the units are delivered does not matter.

It is recommended that all learners receive an induction to the qualification and receive some face-to-face teaching. Ideally, learners for this programme should also have the opportunity to practice their delivery skills and apply the learning from the programme into practice. Where accessible, centres should consider providing information through a blended learning approach; combining face-to-face teaching, e-learning, self-study and/or distance learning resources with the applied practice in the work environment.

Assessment

Summary of assessment requirements

The assessment requirements for this qualification were developed by the ASA in partnership with employers, training providers, awarding organisations and the regulatory authorities. The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- Meet the assessment criteria and
- Achieve the learning outcomes

To successfully achieve a unit learners must:

- Achieve all the specified learning outcomes
- Satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion

To achieve the qualification

- Learners must complete all assessment tasks and satisfy the requirements of all relevant units in order to achieve and be awarded the qualification.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. This holistic approach to assessment is encouraged of all centres. It is therefore not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates; this can be supported by the centre.

All evidence produced should be word-processed or legibly handwritten in ink and must be made available to the tutor/assessor so they can make an informed judgement as to whether the evidence satisfies the criteria. Subsequently, this evidence may be required by internal and external verifiers dependent on the quality assurance strategy agreed with the centre and with the ASA AB.

Centres should ensure the methods of assessment are planned at appropriate points during the learning programme. Marking and feedback should take place within two weeks of submission of any assessment. It is recommended centres inform learners of the methods of assessment to be adopted early in the learning programme that will allow for formative assessment and ongoing internal verification.

All assessment activities created by centres should be reliable and fit for purpose. They should be built on the assessment criteria and referenced accordingly. Assessment activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through the centre's internal quality assurance procedures prior to being used.

Please note: All assessments must be completed and assessed within learner registration period. Centres should advise learners of any internal timescales for the completion and review of individual assessments.

Microteaching

To achieve this qualification, learners need to be involved in at least **one hour** of microteaching in order to demonstrate their skills and knowledge as a teacher. The microteaching session can involve other learners from the course, however, where arrangements can be made, the microteaching session would ideally involve 'real' learners who are currently on a learning programme.

Learners will be required to deliver at least one microteaching session, of which a minimum duration of 15 minutes of this hour must be observed and assessed by a qualified assessor. For the additional 45 minutes learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

The microteaching session should best reflect the environment in which the learner will operate, therefore microteaching sessions can be conducted in a classroom-based environment and/or a work-related (or practical) environment.

The assessment of learner achievement will be the responsibility of the assessor. When assessing learner's work, assessors are to use their professional judgement to ensure that all required assessment criteria have been successfully achieved.

Any theoretical work submitted by learners should be legibly handwritten or word processed and must be authenticated as the learners own.

Reassessment procedures

Where learners do not meet the requirements, they can be referred and supported in developing an individual action plan. In this situation, further assessment opportunities should be provided to the learner to allow them to meet the requirements.

Please note: Opportunities for reassessment are only available within the learner registration period.

Should a learner be referred in any part of assessment the centre should:

- Arrange additional support for the learner, or
- Inform the learner of the right to appeal, as outlined below
- Guide the learner towards a more suitable qualification.

Appeals against assessment

It is a condition of centre approval that all centres must have an appeals process in place which should be available to all learners. If a learner appeals against the result of an assessment, they should in the first instance be directed to the centre's internal appeals process. If the learner remains dissatisfied with the outcome following this process, they may contact the ASA AB. All appeals must be clearly documented by the centre's key contact and made available to the ASA AB or its nominated representative as and when required.

Quality assurance

This information is a summary of quality assurance requirements for this qualification.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal processes for maintaining quality. The approach of quality assured assessment is made through partnership between a centre and the ASA AB. The ASA AB is committed to ensuring that it follows best practice, therefore it seeks to ensure that the quality assurance processes which it uses does not place undue administration on centres and works to support them in providing a robust system.

In order to deliver and assess ASA qualifications, the centre must meet and maintain certain requirements. These requirements are assessed through:

- Internal verification
- External verification

Internal verification

All centres offering ASA qualifications must have effective internal verification processes in place to ensure that learners are assessed fairly and consistently, and that national standards are being met. The centre decides on the internal verification processes that are implemented. The ASA AB can offer guidance and support however it is the responsibility of the centre to decide how they implement internal verification to ensure it is effective.

The ASA AB will check that effective internal verification processes are in place through both the centre review and external verification systems.

It is the centres' responsibility to develop their own internal verification guide that meets the requirements of the qualification. Further support can be provided by contacting the ASA AB quality assurance team.

External verification

There are three key purposes of external verification:

- To ensure the accuracy and consistency of assessment decisions
- To ensure the accuracy and effectiveness of assessment activities
- To assess the accuracy and effectiveness of internal verification

In order to monitor this, the ASA AB will allocate external verifiers to registered courses. The external verifier will request a sample of assessed work and evidence of internal verification. The external verifier will then assess the evidence and make a judgment; to release or block certification. The frequency and size of external verification sampling will depend on the individual centre.

Qualification withdrawal policy

In the unlikely event that the ASA AB withdraws this qualification before its intended date of expiration, the ASA AB will give six months notice of this to centres and all learners will be able to complete their qualification as agreed as part of their registration period.

Further support and training

The ASA is committed to offering training and ongoing support to centres and its workforce.

An annual training programme is available to support all involved in the delivery and assessment of ASA qualifications. This training programme is emailed to all centres through the newsletters and can also be accessed through the ASA website.

Contacts for support are:

Registration and certification	Awarding Body	awardingbody@swimming.org
Approval visits/external verification	Quality Assurance	qualityassurance@swimming.org

SECTION 5 - Suggested reading

The following texts have been suggested as further reading for this qualification. Please note, this list is not exhaustive, therefore you and your workforce should direct learners to any additional text they may find relevant to enhance their learning.

Introductory texts

Title:

Francis M and Gould J (2009) Achieving your PTLLS Award Exeter Sage Publications Ltd
ISBN-10: 1847879179

Ginnis, P (2001) Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner Crown House Publishing; illustrated edition (30 July 2001)Language: English ISBN-10: 1899836764

Gravells A (2012) Preparing to Teach in the Lifelong Learning Sector: The New Award London Learning Matters
ISBN-10: 0857257730

Knowles MS, Holton EF and Swanson RA (2011) The Adult Learner Routledge
ISBN-10: 1856178110

Reece I and Walker S (2007) Teaching, Training and Learning: A Practical Guide (6th Ed) Tyne & Wear Business Education Publishers Ltd
ISBN-10: 1901888568

Tummons J (2010) Becoming a Professional Tutor in the Lifelong Learning Sector (2nd Ed) Exeter Learning Matters
ISBN-10: 1844453030

Wallace S (2011) Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Ed) Exeter Learning Matters
ISBN-10: 0857250620

Wilson L (2008) Practical Teaching: A Guide to PTLLS and CTLLS London Cengage Learning
ISBN-10: 1844807444

Glossary of terms

This table gives definitions for terms and acronyms used in this document.

Abbreviation / term	Definition
Assessment criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved
ASA AB	ASA Awarding Body
Assess	Consider information in order to make decisions
CAT	Credit Accumulation and Transfer
ATLS	Associate Teacher Learning and Skills
Centre	Approved Centre
Communicate	To convey information about, impart, make known
Compare	Examine the area/participants of focus highlighting similarities and differences
Constructive feedback	Communication which alerts an individual to an area in which performance could improve
Credit	One credit equates to ten notional hours of learning
Describe	Write or speak about the topic or activity giving detailed information
Diversity	Different individuals valuing each other regardless of skin, intellect, talent or years
Equality	The state of being equal, especially in status, rights or opportunities
Explain	Give reasons
Further education	Termed referred to as post-compulsory education
GLH	Guided learning hours
Identify	Provide brief information about a subject, specific process or activity
Inclusive learning	A process of increasing the presence, participation and achievement of all learners
Justify	Give a satisfactory explanation for actions or decisions
Learning outcome	A statement of what a learner can be expected to know, understand or do as a result of the process of learning
Learning strategies	A person's approach to learning and using information OR a teacher's approach to enhancing learner participation in educational activities
Legislation	A law or set of laws suggested by government and made official by parliament
Limitations	Barriers, obstacles
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland
Plan	Organise information in a logical way using an appropriate format
QAN	Qualification accreditation number
QCF	Qualifications and Credit Framework
QTLS	Qualified Teacher Learning and Skills
Referral	A recommendation to someone or something
Reflect	Look at your actions, experiences or learning and think about how this could inform future action, learning or practice
Regulatory requirements	A set of restrictions and laws applicable to a product or business imposed by the government
RPL	Recognition of Prior Learning
Summarise	Provide a concise explanation of the main findings
svUK	Standards verification tariff

Suggested assessment tools

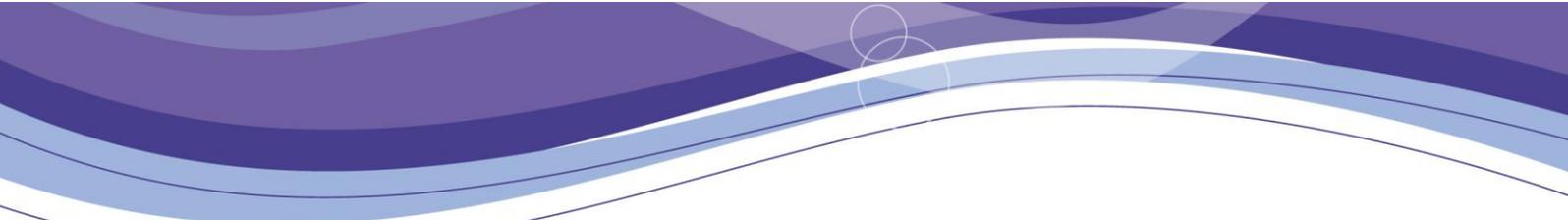
Session plan template

This template is an example of a session plan which can be used to help you structure your sessions. However you are encouraged to construct and devise your own.

Date of session:	
Session topic:	
Duration of session:	

Information on participants	
Number of participants:	
Participants ability:	
Medical or other relevant information:	
Learning or other particular needs:	
Information on facilities and resources	
Name of venue:	
Location of venue:	
Equipment required for session:	
Health and safety*:	<i>* Emergency procedures, location of first aid kit</i>

Session aim:		
Session objectives:	By the end of the session the participants will be able to....	
Content of session	Time	Resources



Content of session	Time	Resources

Microteaching record of assessment template

Learners name:	
Session topic:	
Date of session:	
Length of session:	

Assessment criteria		Comments (feedback from assessor)
1.1	Plan a session for learning an detaching that meets the needs of learners	
1.2	Justify the selection of approaches to meet the needs of learners	
1.3	Plan assessment methods to meet the needs of learners	
Assessment criteria		Comments (feedback from assessor)
2.1	Apply learning and teaching approaches to meet the needs of learners	
2.2	Use resources to meet the needs of learners	
2.3	Communicate with learners to meet their needs	
2.4	Provide constructive feedback to learners	

Assessment criteria		Comments (feedback from assessor)
3.1	Reflect on own approaches to delivering inclusive learning and teaching	
3.2	Identify areas for improvement in own practice	
Action plan		
Pass / Refer (delete as appropriate)		
Name of learner (print):		
Signature of learner:		Date:
Name of assessor (print):		
Signature of assessor:		Date:

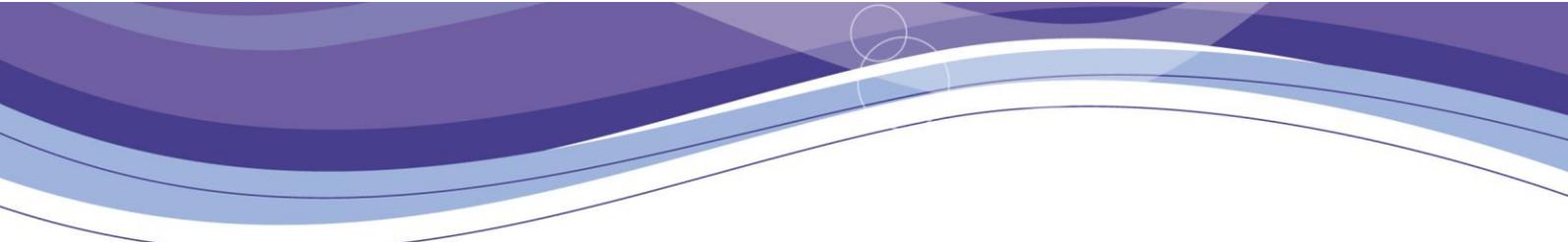
Self evaluation template

A learner can use this form to record their own reflections of their delivered session.

Question:	Comment:
Briefly describe the session you delivered:	
What do you feel went well during the delivery of the session and why?	
What do you feel did not go so well during the session delivery and why?	
How could you improve your practice in the future using your reflections of this session delivery?	
What feedback from learners / colleagues did you receive and how can this improve your practice?	
Name of learner (print): Signature of learner: _____ Date: _____	

Professional discussion record template

Area(s) to be discussed	Assessment criteria (insert relevant unit assessment criteria / learning outcomes)
Record of professional discussion <i>(use additional sheets where appropriate)</i>	
Name of learner (print): Signature of learner: Date: Name of Assessor (print): Signature of Assessor: Date:	



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