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SafeCert Level 3 Award in Education and Training

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Change Mechanism

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Qualification: SafeCert Level 3 Award in Education and Training

This qualification is made up of 6 units from which candidates must select one mandatory from groups A, B and C

Introduction

This Qualification Specification is designed to outline all you need to know in order to achieve this qualification. If you have any further questions, please contact your account manager at SafeCert.

Qualification Details

The SafeCert Level 3 Education and Training Award is accredited by SafeCert Awards and has a value of 12 credits.

Qualification Structure

This qualification is made up of mandatory and optional units. Learners must achieve a minimum of 3 units by achieving.

- Mandatory Group A – 1 unit must be achieved from this group;
- Optional Group B – 1 unit must be achieved from this group; and
- Optional Group C – 1 unit must be achieved from this group

Mandatory Group A

Learners must achieve this unit

Unit Ref	Unit Title
U24 26	Understanding roles, responsibilities and relationships in education and training

Optional Group B

Learners must achieve one unit from the following:

Unit Ref	Unit Title
U24 27	Understanding and using inclusive teaching and learning approaches in education and training
U24 31	Facilitate learning and development for individuals (Learning and Development unit)
U24 28	Facilitate learning and development in groups (Learning and Development unit)

Optional Group C

Learners must achieve one unit from the following:

Unit Ref	Unit Title
U24 29	Understanding assessment in education and training
U24 30	Understanding the principles and practices of assessment (Learning and Development unit)

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Mode of Delivery & Assessment

Practical presentation assessment, multiple choice with addition of professional discussion if required plus an assignment.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

External Document

There are a range of additional documents available, pertaining to this qualification. The main ones are as follows:

- Tutor/Assessor & IQA Support Guidance for this award. This is the assessment guidance together with the assessments. (This is only given to approved SafeCert centres for this award).
- Centre Handbook. (This is only for approved SafeCert centres).
- There are other policies such as appeals procedure and reasonable adjustments which can be seen in the about us page on the SafeCert website.

Centre's must be approved by SafeCert Awards, before they can provide any of the SafeCert Award qualifications. Qualifications approval can be included at initial approval. If a centre wishes to seek approval for further awards after the initial approval, they would complete and submit the additional awards approval form.

More Information about your qualification can be found on our website: www.safecertawards.com

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

This section provides the detailed information on the unit specification requirements covering the four learning outcomes.

Learning Outcome	What you must know to complete this outcome
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

Additional Information about the unit

GLH – (Guided Learning Hours)	12	TQT – (Total Qualification Time)	30
Level	3	Credit	3
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
Unit Code	U24 26		

Optional Unit (Group B): Understanding and using inclusive teaching and learning approaches in education and training	
This section provides the detailed information on the unit specification requirements covering the four learning outcomes.	
Learning Outcome	What you must know to complete this outcome
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 learner needs 4.3 – Promote 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

Additional Information about the unit			
GLH – (Guided Learning Hours)	24	TQT – (Total Qualification Time)	60
Level	3	Credit	6
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
Unit Code	U24 27		

Optional Unit (Group B): Facilitate learning and development for individuals

This section provides the detailed information on the unit specification requirements covering the four learning outcomes.

Learning Outcome	What you must know to complete this outcome
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 individuals responses to one to one learning and/or development 4.3 – Assist individual learners to identify their future learning and/or development needs

Additional Information about the unit

GLH – (Guided Learning Hours)	24	TQT – (Total Qualification Time)	60
Level	3	Credit	6
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
Unit Code	U24 31		

Optional Unit (Group B): Facilitate learning and development in groups

This section provides the detailed information on the unit specification requirements covering the four learning outcomes.

Learning Outcome	What you must know to complete this outcome
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 groups 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 their new knowledge and learning in practical contexts 3.2 – Provide group feedback to improve the application of learning
4. Be able to assist individual learners in reflecting on their learning and/or development	4.1 – Support self-evaluation by learners 4.2 – Review individuals responses to learning and development in groups 4.3 – Assist learners to identify their future learning and development needs

Additional Information about the unit

GLH – (Guided Learning Hours)	24	TQT – (Total Qualification Time)	60
Level	3	Credit	6
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
Unit Code	U24 28		

Optional Unit (Group C): Understanding assessment in education and training

This section provides the detailed information on the unit specification requirements covering the four learning outcomes.

Learning Outcome	What you must know to complete this outcome
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 learning 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 learning	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

Additional Information about the unit

GLH – (Guided Learning Hours)	24	TQT – (Total Qualification Time)	30
Level	3	Credit	3
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
Unit Code	U24 29		

Optional Unit (Group C): Understanding the principles and practices of assessment		
This section provides the detailed information on the unit specification requirements covering the four learning outcomes.		
Learning Outcome	What you must know to complete this outcome	
1. Understand the principles and requirements of assessment	1.1 – Explain the functions 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 assessment in own area of practice	
2. Understand different types of assessment methods	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 why it is important to involve 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 adopted to meet the needs of individual learners	
5. Understand how to make assessment decisions	4.1 – Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • Made against specified criteria; • Valid; • Reliable; and 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	

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	assessment in own area of practice
7. Understand how to manage information relating to assessment	<p>7.1 – Explain the important of following procedures for the management of information relating to assessment</p> <p>7.2 – Explain how feedback and questioning contribute to the assessment process</p>
8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 – Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 – Explain the contribution that technology can make to the assessment process</p> <p>8.3 – Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 – Explain the value of reflective practice and continuing professional development in the assessment process</p>

Additional Information about the unit			
Review Date	tbc	Qualification Number	tbc
GLH – (Guided Learning Hours)	24	TQT – (Total Qualification Time)	30
Level	3	Credit	3
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
Unit Code	U24 30		
TAQA Assessor and APL	This unit is the same theory unit that candidates complete as part of the TAQA Assessors Awards, therefore if candidates already have completed the TAQA Assessors they would be exempt from this unit.		

Learners with proven Special Consideration

The SafeCert procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is on the SafeCert Awards website www.safecertawards.com

Guidance notes on delivery

Centres may choose to deliver this qualification via blended learning. ‘Blended learning’ means the combination of delivery by face to face methods and learner self-study.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes must either be endorsed by SafeCert beforehand or approved by the SafeCert external moderator prior to their usage in line with this document. Where SafeCert– endorsed materials are available by training providers they will be listed on our website www.safecertawards.com

Prerequisites

Age ranges

The qualification is open to learners 16 years and above. You should also have good communication skills and a level of English that will allow effective learning of all the outcomes. You will also be expected to deliver a presentation to a group, therefore you should be knowledgeable and experienced in the subject that you plan to deliver.

Qualification Structure

This qualification is made up of 5 units of which 3 units are required in order to achieve the award. Details of the award are included from page 6 of this document.

Learners must successfully complete the assessment for this unit to achieve the qualification. The qualification can be taken as a free standing qualification or as part of a wider programme of training.

Opportunities for progression

Successful completers can progress to:

Progression and further learning routes include:

- Manage Learning and Development in Groups – which is standard 6 from the National Occupational Standards in Learning and Development (2010)

Pre-course procedures

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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There are no formal requirements for entry to these qualifications.

Interview procedure & ID checking

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided"

Criminal Records Checks

Centres should note that it is now a requirement for teachers in further education to undergo Criminal Records checks with Disclosure Scotland.

Initial Assessment

All centres need to carry out an initial assessment that identifies what competence and knowledge a learner already so that this can be taken into account. This should be recorded so that centres can identify any associated special requirements and record this in appropriate plans

SECTION 2 - ASSESSMENT OVERVIEW

Delivery/Assessment Ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to 16 candidates. It is essential all candidates get the teaching practice and support requirement which would be extremely difficult if the number of candidates increased more than 16. If a centre wishes to increase this ratio, they must first request approval and state how they would support candidate needs.

Guidance on Assessment

SafeCert has produced a Tutor/Assessor/IQA document to assist with this award for full assessment details. However there are a number of assessment methods which can be used worked with subject specialists to develop a robust and streamlined assessment process which includes the following:

1. Theory Assessment – Candidates are assessed with a series of short question and answers to cover the knowledge requirements. Assessors can use a series of other assessment methods such as professional discussion, reports, assignments etc but any assessments materials must be approved before use.
2. Practical Teaching Skills Assessment - Candidates are assessed on mini presentation of their choice of at least a 15 minute presentation to a group, where assessor will look at delivery, class management, group interaction, feedback and assessment of learning.
3. Product Evidence – Candidates will produce assessment plans, scheme of work cover at least 3 lessons, lesson plan from presentation given as well as peer feedback and self-evaluation report

A range of other assessment methods or combination of these methods can be used towards the award include the following:

Assessment grids	Checklists	Portfolio of evidence	Reflective Journal
Assessment tasks	Essays	Professional discussion	Self-evaluation
Assignments	Observations	Projects	Written statements
Case Studies	Online assessments	Questions (written/oral)	Worksheets

Guidance on Internal Quality Assurance

SafeCert centres require having in place a robust internal quality assurance system. The Internal Quality Assurance must be completed by a suitably qualified person who has also not been involved with the delivery or assessment of the award.

The Internal Quality Assurers Role is to monitor not only the assessment of the qualification but also how it is delivered. This can be completed in a number of ways such as observing a course delivery/assessment, sampling assessments, learner interviews in person or by telephone etc.

All assessment materials must be kept at the centre for a minimum of 3 years and made available for any quality assurance checks.

Guidance on External Quality Assurance

SafeCert approved centres are required to be externally quality assured. This is to support centres in the implementation and management of the award and also to ensure the validity and value of the qualification.

SafeCert Awards employs a risk-based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3-year cycle. In addition to the EQA Visits SafeCert Awards will also conduct the following:

- Sample Desktop EQA Spot Checks on Assessment – This is where we will ask a sample of centres each year to send in all assessment paperwork so we can conduct an EQA desktop approval on assessment
- Sample EQA Centre Visits on Observation of Assessment – This is where we will conduct a sample of visits to monitor assessments during the assessment process at the centre.

SafeCert centres, must provide access to all records, for any EQA visits. Full details can be seen in the Centre Handbook.

Reassessment Procedures

Learners who are unsuccessful in any aspect of the assessment process will be offered 1 further opportunities to be reassessed in the appropriate component of the assessment, ideally within the timeframe allocated. Learners should be aware that there may well be an additional charge for conducting reassessments.

Grading

Assessment is pass/ reassessment /fail. There is no grading.

Unit Certification

Due to the qualification being a minimum 3 units, **all** assessment components must be completed by the candidate and they must pass the centre quality assurance process to be certificated for the award.

Centre Examination Procedures

SafeCert requires centres to monitor assessments in place:

- Assessor must keep all assessment papers in secure locked area until the start of the assessment
- Assessor will ensure no candidates, have any written notes or other reference material during the assessment
- Assessor will ensure the assessment room is in a quiet area and the room has an Exam Notice – “Please keep quiet during the assessment”.
- Assessor will make sure there is no talking during the assessment
- Assessor will ensure there is a suitable distance between candidates to prevent copying of answers

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- All candidates will need to sit at their desk and remain quiet until the full assessment period is complete
- All candidates must stop writing as soon as the assessor has indicated, that the assessment time is completed
- All question papers and answer sheets, should then be marked by the assessor. This is then sent to IQA for internal quality assurance of results and then held in secure locked area, for at least the duration of the validity of the award. SafeCert will then request full assessment materials sent in, if you are a new centre or for periodic EQA desktop spot checks on assessment. During external quality assurance visits, the EQA will need access to all assessment and IQA documents. SafeCert Awards will also conduct EQA observation of assessment visits to a sample of centres each year.

Reasonable Adjustments

Awarding organisations and centres are required by law to do what is ‘reasonable’ in terms of giving access. What is reasonable will depend on the individual circumstances, the practicality, and the effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, must also be taken into consideration.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed but may include:

- Changing standard assessment arrangements, for example allowing a candidate extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in large print.
- Providing access for facilitators during the assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

There is a detailed list of Reasonable Adjustments listed in the Reasonable Adjustments and Special Considerations Policy on the SafeCert website on the link below, that the centre can apply without prior approval from SafeCert and these would be recorded on the candidate registration and assessment tracking record. Any other reasonable adjustment not listed must be applied for using Form RA1 in Appendix 2 and agreed upon before the assessment activity takes place.

They constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate’s work.

SafeCert has a Reasonable Adjustments and Special Considerations Policy which can be found on our website at the following link:

<https://www.safecertawards.com/pdf/ReasonableAdjustmentsandSpecialConsiderationsPolicy.pdf>
or you can obtain a copy by e-mailing SafeCert at info@safecertawards.com.

All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair while allowing the candidate to show what they know and can do without compromising the assessment criteria.

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Adjustments to assessments:

- Should not invalidate the assessment requirements of the qualification.
- Should not give the candidates an unfair advantage.
- Should reflect the candidate's normal way of working.
- Should be based on the individual needs of the candidate.

SECTION 3

Centre Staffing

Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register. Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors

Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification

Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair and those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

Criteria for Trainer/Assessors

SAFECERT require that Nominated Trainers/Assessors have teaching experience and hold a qualification in the relevant subject area. *Suitable Subject Area Qualifications may include:*

- Level 3 or 4 PTLLS
- Education and Training Award (or higher award of certificate/diploma)
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Other equivalent award

Criteria for Internal Verifiers

All those who quality assure these qualifications internally must:

Have up-to-date working knowledge and experience of best practice in assessment and quality assurance, plus be occupationally competent in training.

Verifiers should either hold or be working towards one of the following:

- SQA Accredited Learning and Development Unit 11 – Internally Monitor and Maintain the Quality of Workplace Assessment, *or*
- QCF Qualifications based on the learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment, *or*
- Level 4 Award in the Internally Quality Assurance of Assessment Processes and Practice (QCF), *or*
- Level 4 Certificate in Leading the Internally Quality Assurance of Assessment Processes and Practice (QCF).
- V1 or D34

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- Other Equivalent Award

Criteria for External Verifier

The External Verifier will need to hold or working towards:

- Level 4 QCF Award in the External Quality Assurance of Assessment Processes and Practice
- V2 or D35
- SQA Accredited Unit 12 Externally Monitor and Maintain the Quality of Assessment
- Other Equivalent Award

Delivery

The qualification must be delivered using a programme of training that is approved by SafeCert having been checked that the learning outcomes have been met. A qualification can be approved with initial centre approval form or after with an additional awards application form, these can be downloaded from www.safecertawards.com, or you can contact SafeCert for more information.

The programme may be applied flexibly, in accordance with candidates’ needs and local circumstances; facilitators/assessors are encouraged to repeat sessions that candidates have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of SafeCert Awards Qualifications.

Training and assessment must be able to provide a suitable teaching area/environment conducive to candidates’ learning i.e. well lit, well ventilated and of adequate size

Useful Websites

Company	Website
HSE	www.hse.gov.uk/
Department of Education	www.education.gov.uk
Society for Education and Training	www.set.et-foundation.co.uk
SafeCert Awards	www.safecertawards.com