



Defence Awarding  
Organisation

# **Qualification Handbook**

**Level 3 Award in Education and  
Training**

**QN: 601/3773/3**

# The Qualification

## Overall Objective for the Qualification

This handbook relates to the following qualification:

- Defence Awarding Organisation Level 3 Award in Education and Training

The qualification provides an introduction to teaching and the roles, responsibilities and relationships in education and training. It also includes input on how to plan, deliver and evaluate teaching sessions and give constructive feedback to learners.

The Learning and Skills Improvement Service (LSIS)<sup>1</sup> produced guidance for employers and practitioners on the changes to qualifications and regulations for teachers in the further education and skills sector in England, which is available on the Excellence Gateway website [Teaching and Training Qualifications for the Further Education and Skills Sector in England \(2013\)](#).

## Pre-entry Requirements

All learners/trainee teachers should undertake an initial assessment of their skills in English, mathematics and ICT. They should record their development needs and where applicable agree an action plan to address them. If learners/trainee teachers have already completed an initial assessment of their skills in English, mathematics and ICT prior to starting the qualification, their existing record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other entry requirements for enrolling to complete this qualification.

This qualification is made up of a total of 6 units which have been arranged into groups A, B and C. Group A contains 1 unit, Group B contains 3 units and Group C contains 2 units.

To be awarded this qualification, a learner must achieve a minimum of 12 credits as follows:

- achieving 3 credits from Group A
- achieving 6 credits from Group B
- achieving 3 credits from Group C

The unit titles and qualifications structure are shown on the next page.

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## Group A

Unit Reference Number	Unit Title	Level	Credit Value	GLH	TQT
A/506/3584	Understanding roles, responsibilities and relationships in education and training	3	3	12	30

## Group B

Unit Reference Number	Unit Title	Level	Credit Value	GLH	TQT
J/506/5306	Understanding and using inclusive teaching and learning approaches in education and training	3	6	44	60
K/506/3239	Facilitate learning and development for individuals	3	6	45	60
L/506/3721	Facilitate learning and development in groups	3	6	45	60

## Group C

Unit Reference Number	Unit Title	Level	Credit Value	GLH	TQT
H/506/3241	Understanding assessment in education and training	3	3	12	30
H/506/3773	Understanding the principles and practices of assessment	3	3	24	30

## Age Restriction

This qualification is available to learners aged 19 years and over.

## **Opportunities for Progression**

This qualification creates a number of opportunities for progression into other education and training qualifications, for example:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 5 Diploma in Education and Training including a specialist pathway
- Level 5 integrated specialist diploma
- Education and/or training related degrees

## **Exemption**

No exemptions have been identified.

# Qualification Units

URN	A/506/3584	
Title	Understanding roles, responsibilities and relationships in education and training	
Level	3	
Credit value	3	
GLH	12	
TQT	30	
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	

URN	J/506/3584	
Title	Understanding and using inclusive teaching and learning approaches in education and training	
Level	3	
Credit value	6	
GLH	44	
TQT	60	
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	

	<p>their individual needs</p> <p>4.3 Provide constructive feedback to learners to meet their individual needs</p>
<p>5 Be able to evaluate the delivery of inclusive teaching and learning</p>	<p>5.1 Review the effectiveness of own delivery of inclusive teaching and learning</p> <p>5.2 Identify areas for improvement in own delivery of inclusive teaching and learning</p>
<p>Additional information about this QCF unit</p>	
<p>Assessment Guidance</p>	<p>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.</p>

URN	K/506/3239	
Title	Facilitate learning and development for individuals	
Level	3	
Credit value	6	
GLH	45	
TQT	60	
Learning outcomes	Assessment criteria	
The learner will:	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	



<p>4 Be able to assist individual learners in reflecting on their learning and/or development</p>	<p>4.1 Explain benefits of self-evaluation to individuals</p> <p>4.2 Review individual responses to one to one learning and/or development</p> <p>4.3 Assist individual learners to identify their future learning and/or development needs</p>
<p>Additional information about this QCF unit</p>	
<p>Assessment Guidance</p>	<p>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.</p>

URN	L/506/3721	
Title	Facilitate learning and development in groups	
Level	3	
Credit value	6	
GLH	45	
TQT	60	
Learning outcomes	Assessment criteria	
The learner will:	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	

<p>4 Be able to assist learners to reflect on their learning and development undertaken in groups</p>	<p>4.1 Support self-evaluation by learners</p> <p>4.2 Review individual responses to learning and development in groups</p> <p>4.3 Assist learners to identify their future learning and development needs</p>
<p>Additional information about this QCF unit</p>	
<p>Assessment Guidance</p>	<p>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.</p>

URN	H/506/3241	
Title	Understanding assessment in education and training	
Level	3	
Credit value	3	
GLH	12	
TQT	30	
Learning outcomes	Assessment criteria	
The learner will:	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	

URN	H/506/3773
Title	Understanding the principles and practices of assessment
Level	3
Credit Value	3
GLH	24
TQT	30
Learning outcomes	Assessment criteria
The learner will:	The learner can:
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 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

<p>5 Understand how to make assessment decisions</p>	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
<p>6 Understand quality assurance of the assessment process</p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
<p>7 Understand how to manage information relating to assessment</p>	<p>7.1 Explain the importance 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>
<p>8 Understand the legal and good practice requirements in relation to assessment</p>	<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>