

# Qualification specification

## CIEH Level 3 Award in Education and Training

Qualification accreditation number: 600/9634/2

Introduction	1	Introduction	1
Qualification overview	1	This document provides key information about the structure, content and administration of the CIEH Level 3 Award in Education and Training. It should be read in conjunction with the CIEH <i>Procedure Manual</i> .	3
Key facts	3	It may be useful to make available some of the content of this document to candidates in order to enhance their understanding of the qualification, for example the details of the units of assessment.	6
Qualification structure	3		6
Entry guidance	6		6
Geographical coverage	6		6
Delivering training	6	Qualification overview	6
Assessment	6	The CIEH Level 3 Award in Education and Training is a short, introductory, knowledge-based teaching qualification and has no minimum teaching practice requirement – except to engage in a short microteaching session – so may be undertaken by individuals who are not in a teaching role or who have just started a teaching role.	8
Reasonable adjustment	8	The CIEH Level 3 Award in Education and Training comprises three QCF units.	8
Special consideration	8	<b>Unit 1</b> 'Understanding roles, responsibilities and relationships in education and training' covers the following topics:	8
Results	8	<ul style="list-style-type: none"> <li>• the teaching role and responsibilities in education and training, including: <ul style="list-style-type: none"> <li>– key aspects of legislation, regulatory requirements and codes of practice</li> <li>– ways to promote equality and value diversity</li> <li>– identifying and meeting individual learner needs</li> </ul> </li> <li>• ways to maintain a safe and supportive learning environment, including: <ul style="list-style-type: none"> <li>– how to promote appropriate behaviour and respect for others</li> </ul> </li> <li>• the relationships between teachers and other professionals in education and training, including: <ul style="list-style-type: none"> <li>– working with other professionals</li> <li>– boundaries between the teaching role and other professional roles</li> <li>– points of referral to meet the individual needs of learners.</li> </ul> </li> </ul>	8
Resits	8		8
Appeals	8		8
Progression	8		8
Contact details	8		8

**Unit 2** 'Understanding and using inclusive teaching and learning approaches in education and training' covers the following topics:

- inclusive teaching and learning approaches in education and training, including:
  - the features of inclusive teaching and learning
  - the strengths and limitations of teaching and learning approaches in relation to meeting individual learner needs
  - why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
- ways to create an inclusive teaching and learning environment, including:
  - selecting teaching and learning approaches, resources and assessment methods to meet individual learner needs
  - engaging and motivating learners
  - establishing ground rules
- planning inclusive teaching and learning, including:
  - devising an inclusive teaching and learning plan
  - justifying the selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
- delivering inclusive teaching and learning, including:
  - using teaching and learning approaches, resources and assessment methods to meet individual learner needs
  - communicating with learners in ways that meet their individual needs
  - providing constructive feedback to learners to meet their individual needs
- evaluating the delivery of inclusive teaching and learning, including:
  - reviewing the effectiveness of the delivery of inclusive teaching and learning
  - identifying areas for improvement in the delivery of inclusive teaching and learning.

**Unit 3** 'Understanding assessment in education and training' covers the following topics:

- types and methods of assessment, including:
  - the purposes of types of assessment
  - the characteristics of different methods of assessment
  - the strengths and limitations of different assessment methods in relation to meeting individual learner needs
  - how different assessment methods can be adapted to meet individual needs
- how to involve learners and others in the assessment process, including:
  - the role and use of peer and self-assessment
  - identifying sources of information that should be made available
- the role and use of constructive feedback in the assessment process, including
  - the key features of constructive feedback
  - how constructive feedback contributes to the assessment process
  - ways to give constructive feedback to learners
- requirements for keeping records of assessment.

## Key facts

The qualification is regulated in England by the Office of Qualifications and Examinations Regulation (Ofqual), in Wales by the Department for Education and Skills (DfES) and in Northern Ireland by the Council for the Curriculum, Examinations and Assessment (CCEA) and is part of the Qualifications and Credit Framework (QCF). It is supported by the Education and Training Foundation (formerly known as Learning and Skills Improvement Service, LSIS).

The qualification can be taken as a free-standing award or as part of a wider programme of training.

<b>Qualification title</b>	CIEH Level 3 Award in Education and Training
<b>Qualification accreditation number (QAN)</b>	600/9634/2
<b>Guided learning hours</b>	48
<b>Qualification level</b>	3
<b>Credit value</b>	12
<b>Assessment methods</b>	15 MCQ examination paper An assignment (1,000-word outline of subject specialism and one-hour microteaching session) 15 MCQ examination paper

## Qualification structure

The CIEH Level 3 Award in Education and Training comprises three mandatory units, with a total value of 12 credits.

<b>QCF unit title</b>	Understanding roles, responsibilities and relationships in education and training
<b>Unit reference number</b>	H/505/0053

### Learning outcomes

**The learner will:**

- 1** Understand the teaching role and responsibilities in education and training.
- 2** Understand ways to maintain a safe and supportive learning environment.
- 3** Understand the relationships between teachers and other professionals in education and training.

### Assessment criteria

**The learner can:**

- 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.
- 2.1 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.
- 3.1 Explain how the teaching role involves working with other professionals.
- 3.1 Explain the boundaries between the teaching role and other professional roles.
- 3.2 Describe points of referral to meet the needs of learners.

<b>QCF unit title</b>	Understanding and using inclusive teaching and learning approaches in education and training
<b>Unit reference number</b>	D/505/0052

### Learning outcomes

### Assessment criteria

**The learner will:**

**The learner can:**

<b>1.</b> 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 subject 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.
<b>2.</b> 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.
<b>3.</b> 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.
<b>4.</b> Be able to deliver inclusive teaching and learning,	4.1	Use teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
	4.2	Communicate with learners to meet their individual needs.
	4.3	Provide constructive feedback to learners to meet their individual needs.
<b>5.</b> 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.

<b>QCF unit title</b>	Understanding assessment in education and training
<b>Unit reference number</b>	R/505/0050

### Learning outcomes

### Assessment criteria

**The learner will:**

**The learner can:**

<b>1.</b> 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 meet 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.

There are some other optional units, offered by other awarding organisations, which can be used as credit towards the CIEH Level 3 Award in Education and Training (see the figure below showing the qualification structure at a glance).

**Level 3 Award in Education and Training (QCF)**

**Group A**

3 credits must be achieved from this group

Understanding roles, responsibilities and relationships in education and training  
**3 credits**  
**Level 3**  
**Mandatory unit**  
*Education and Training unit*

**Group B**

6 credits must be achieved from this group

Understanding and using inclusive teaching and learning approaches in education and training  
**6 credits**  
**Level 3**  
**Optional unit**  
*Education and Training unit*

or

Facilitate learning and development in groups  
**6 credits**  
**Level 3**  
**Optional unit**  
*Learning and Development unit*

or

Facilitate learning and development for individuals  
**6 credits**  
**Level 3**  
**Optional unit**  
*Learning and Development unit*

**Group C**

3 credits must be achieved from this group

Understanding assessment in education and training  
**3 credits**  
**Level 3**  
**Optional unit**  
*Education and Training unit*

or

Understanding the principles and practices of assessment  
**3 credits**  
**Level 3**  
**Optional unit**  
*Learning and Development unit*

### Entry guidance

The CIEH Level 3 Award in Education and Training is suitable for individuals who have the potential to study at this level, which has the same level of demand as that of study for A-levels.

All trainee teachers joining this training programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, if applicable, agree an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally-agreed entry requirements.

The CIEH, however, recommends that candidates should have a minimum of Level 2 in English or equivalent to undertake this qualification.

This qualification is approved for delivery to candidates aged 19+.

Candidates must participate in at least 80 per cent of the training programme to be eligible for assessment.

### Geographical coverage

The CIEH Level 3 Award in Education and Training is suitable for candidates in England, Wales and Northern Ireland.

This qualification can be delivered overseas, but candidates should be advised that the content of the programme, and skills taught and assessed, accord with UK law and best practice.

### Delivering training

The CIEH has developed a training pack to help trainers deliver the qualification programme in a structured way. It includes a:

- copy of the course books, *Education and Training: The good practice guide* and *Inclusive Teaching and Learning: The good practice guide*
- a *Trainers' Notes* manual
- a CD-ROM containing a PowerPoint presentation, activity sheets and supporting resources.

Although the use of CIEH training materials is not compulsory, these materials provide a clear indication of the scope and depth required of the training provision. As with all CIEH qualifications, the *Trainers' Notes* manual defines the minimum standard for training delivery. However, trainers are responsible for developing and adapting the content of the *Trainers' Notes* manual to meet the needs of their clients and candidates.

Trainers are also responsible for keeping the content of their training programmes up to date – whether these are based on CIEH materials or other sources.

To purchase course books, training packs and/or assessment packs, please contact the Sales Team:

- by phone on 020 7827 5900
- by email to sales@cieh.org
- by downloading an order form from [www.cieh.org/training](http://www.cieh.org/training) and returning it to CIEH Sales Team, Chartered Institute of Environmental Health, Chadwick Court, 15 Hatfields, London SE1 8DJ.

### Assessment

Candidates for the CIEH Level 3 Award in Education and Training will undertake three assessments – for:

- Unit 1 'Understanding roles, responsibilities and relationships in education and training', the assessment is a 15 multiple choice question examination paper
- Unit 2 'Understanding and using inclusive teaching and learning approaches in education and training', the assessment is an assignment (1,000-word outline of subject specialism and a one-hour microteaching session, including peer assessment)
- Unit 3 'Understanding assessment in education and training', the assessment is a 15 multiple choice question examination paper.

The assessments for each unit are designed to cover all the learning outcomes.

The assessments can be administered separately at the end of the training sessions for each unit or together at the end of the complete training programme. Candidates must, however, be given time to assimilate knowledge and understanding of inclusive learning and teaching and to think about how this can be applied in their own practice context before undertaking the assignment for Unit 2.

The multiple choice question (MCQ) examination papers for Units 1 and 3 must be administered under examination conditions (see *CIEH Procedure Manual*).

The candidates should complete the Answer Information Sheet (AIS) which is provided with the examination paper in a sealed bag. Candidates should not accept an examination paper if the seal has been broken.

Each examination paper comprises 15 MCQs to be completed within 30 minutes.

The minimum pass mark for a 15 MCQ examination paper is 10 correct answers. A threshold is set for each learning outcome (see Units of Assessment on pages 3–5) which means that candidates must get a minimum set number of correct answers for questions relating to each learning outcome to achieve an overall pass. The threshold for each learning outcome mirrors the threshold set for the qualification as a whole (that is, approximately 60% correct answers). So, if a learning outcome has three assessment criteria and the test specification includes two questions for each assessment criterion, the candidate will have to achieve the threshold of four out of six correct answers to pass the learning outcome. If the candidate fails to achieve the threshold set for any learning outcome, he or she will fail the assessment.

In the example given below, Candidate A passes the assessment with 11 out of 15 marks because Candidate A met and/or exceeded the threshold set for each learning outcome. Candidate B, however, fails the assessment with 13 out of 15 marks because Candidate B failed to achieve the threshold for Learning Outcome 3.

Learning outcome	Assessment criteria	Test specification		Threshold (Number of correct answers required)	Candidate A	Candidate B
		(Number of questions)	Total			
1	1.1	2	6	4	4	6
	1.2	2				
	1.3	2				
2	2.1	3	5	3	3	5
	2.2	2				
3	3.1	2	4	3	4	2
	3.2	2				

The Unit 2 assessment is also designed to cover all the learning outcomes (see the Unit of Assessment on page 4). A threshold is set for each learning outcome which means that candidates must get a minimum number of marks relating to each learning outcome to achieve an overall pass. The threshold for each learning outcome, again, mirrors the threshold set for the qualification as a whole (that is, approximately 60% of the available marks). If the candidate fails to achieve the threshold set for any learning outcome, he or she will fail the assessment.

Candidates who fail will be given a feedback report highlighting the learning outcome(s) not achieved.

Trainers will need to provide guidance for candidates on undertaking the outline and provide support while they are preparing their microteaching sessions.

The outline of the candidate’s subject specialism for Unit 2 should be completed independently by the candidate in 1,000 words (with a 10% margin), using the section headings given on the candidate assessment record.

Trainers can provide feedback to candidates on up to two drafts of their Unit 2 assignment before submission to the CIEH. Trainers should complete the ‘Assignment history’ section on the back of the CAR, giving details of the type and level of feedback provided on any this and any other part of the assignment.

For Part 2 of the Unit 2 assignment, candidates must plan and deliver a 20–25 minute microteaching session to a group of at least two peers and the trainer.

It is a requirement of the qualification that all candidates take part in at least one hour of microteaching, which includes delivery of the microteaching session and peer assessment. So, ideally, every candidate should deliver one microteaching session and complete at least two peer assessments. If the cohort comprises fewer than three candidates, trainers will need to manage the microteaching session so that the candidates meet this requirement. This may mean that candidates will need to do more than one microteaching session or extend the microteaching session to 30 minutes and complete just one peer assessment. If the candidate completes an additional or extended

microteaching session and completes just one peer assessment, this should be indicated on the CAR.

Prior to delivering the microteaching session, the candidate should distribute a Peer Assessment Form (PAF) to each of the two observers identified by the trainer. The trainer will observe, assess and provide feedback to the candidate using the performance criteria listed on the CAR. The trainer should photocopy the two PAFs, return the originals to the observers and give the two photocopied PAFs to the candidate to complete a Self-Assessment Form (SAF).

The candidate should then fill in the relevant sections on the front of the CAR, sign the authentication statement and give the trainer the 1,000 word outline, the microteaching session plan, photocopies of the PAFs completed by the two observers, his/her SAF and the original PAFs for the two observations he/she has completed.

The trainer will then complete his/her assessment using the performance criteria detailed on the CAR. Concise and constructive comments, indicating areas for development, must be made alongside the marks. Any CARs submitted without trainers’ comments will be returned to the centre for completion prior to being sent to an examiner.

Insofar as possible, centres should submit the CARs (together with all supporting documents) and the answer information sheets for the whole cohort as one batch for processing by the CIEH.

Each batch should be submitted with a qualification-specific Summary Sheet for the cohort and a Candidate Registration Form (CRF) for each candidate. It is the centre’s responsibility that the Summary Sheet, CRFs, AISs and CARs are completed properly and to keep a record on file. Centres are also advised to keep a copy of the candidates’ assessments. Documents submitted for assessment cannot be returned to the centre or candidate.

Centres should send the completed Summary Sheet, CRFs, AISs, CARs and assignments to Examination Services at the CIEH. Ensure the package is wrapped securely. It is recommended to use special delivery. The CIEH will not accept responsibility for the assessment documents until they have been received by Examination Services.

The microteaching session may be observed by a CIEH External Verifier (EV). The EV will contact the centre to give notice of when he/she will observe the session. The EV will provide support, guidance and written feedback to the trainer and quality assure a sample of the assessments. The EV will sign CARs of the candidates whose microteaching sessions have been observed. The EV will also provide a feedback report to CIEH.

For candidates enrolling for the CIEH Level 3 Award in Education and Training and wishing to transfer credits for units previously achieved – be they common units of assessment or other optional ‘Learning and Development’ units (see qualification structure shown on page 5) – the trainer must see an original unit certificate for each unit concerned and include the required information on the CRF.

### Reasonable adjustment

The CIEH is committed to providing all candidates with an equal opportunity to achieve units and qualifications through the provision of alternative assessment arrangements where necessary. See ‘Procedure for reasonable adjustment’ in the CIEH *Procedure Manual* for further information.

### Special consideration

If a candidate or group of candidates experiences an unforeseen circumstance during an assessment, for example a fire alarm sounds or a candidate falls ill, a trainer can submit details to the CIEH when the results are sent to Examination Services for processing. The circumstances will be considered and taken into account when the results are processed. See ‘Procedure for special consideration’ in the CIEH *Procedure Manual* for further information.

### Results

The results for each unit assessment will be processed separately the marking and moderation for each unit assessment, however, can run concurrently. The results for all three assessments will take approximately 15 working days to process. If the candidate passes all three assessments, the candidate will achieve the CIEH Level 3 Award in Education and Training.

The certificate will be sent directly to the centre. On receipt of the certificates, they should be checked to see that they are correct. They should then be signed by the Course Director and dispatched to the candidates. Any incorrect certificates should be crossed through and returned to Examination Services with the replacement certificate order form detailing the error (form can be downloaded from [www.cieh.org](http://www.cieh.org)).

Candidates should be made aware of the need to store the certificate safely as they may require it for verification purposes in the future. Replacement certificates are available in the event of loss or damage, but there is a fee payable. Centres can apply using the appropriate form (available at [www.cieh.org](http://www.cieh.org)).

The CIEH regrets that it cannot give results to individual candidates.

### Resits

Candidates must achieve all the learning outcomes in each of the three assessments. If any learning outcome is not achieved, candidates will fail the unit and, therefore, the qualification. Candidates can retake the assessment once. If the candidate fails at the second attempt, he/she should be retrained before taking the assessment again.

To order re-sit papers, the centre should contact the CIEH Sales team.

### Appeals

Candidates have a right to appeal, should they be dissatisfied with his/her results. Initially, the centre’s own appeals procedures should be implemented. If necessary, the centre should then contact the CIEH on the candidate’s behalf, which will trigger the CIEH appeals procedure. If this is not possible, candidates are allowed to contact CIEH Examination Services directly under the terms of the Candidate Charter. See ‘Procedure for appeal’ in the CIEH *Procedure Manual*.

### Progression

The suggested progression route for candidates who have achieved the Level 3 Award in Education and Training is the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training.

Candidates are not required to have achieved a Level 3 Award in Education and Training before undertaking a Level 4 Certificate in Education and Training or a Level 5 Diploma in Education and Training. However, some candidates may choose to do so.

The Level 3 unit ‘Understanding roles, responsibilities and relationships in education and training’ is also a mandatory unit in the Level 4 Certificate in Education and Training. This unit should be delivered before other units in both the Award to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

No credit from Certificate qualification can be transferred to the Level 5 Diploma in Education and Training as there are no common units of assessment within the rules of combination.

### Contact details

Registered centres and trainers can contact the CIEH by calling 020 7827 5800 between 08:30 and 17:00, Monday to Friday. There is an option to leave a voicemail if lines are busy or if calling outside business hours.

Alternatively, contact can be made by email:

- [customerservices@cieh.org](mailto:customerservices@cieh.org) – for all general enquiries, including registrations
- [examinationservicesteam@cieh.org](mailto:examinationservicesteam@cieh.org) – for enquiries about results and certificates.

Responses will be made within two working days.

Written correspondence should be addressed to:

Customer Services  
Chartered Institute of Environmental Health  
Chadwick Court  
15 Hatfields  
London SE1 8D J