

# Qualification specification

## CIEH Level 3 Award in Training – Principles and practice

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Reasonable adjustment	4	<ul style="list-style-type: none"> <li>• inclusive teaching and learning approaches in education and training, including: <ul style="list-style-type: none"> <li>– the features of inclusive teaching and learning</li> <li>– the strengths and limitations of teaching and learning approaches in relation to meeting individual learner needs</li> <li>– why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills</li> </ul> </li> <li>• ways to create an inclusive teaching and learning environment, including: <ul style="list-style-type: none"> <li>– selecting teaching and learning approaches, resources and assessment methods to meet individual learner needs</li> <li>– engaging and motivating learners</li> <li>– establishing ground rules</li> </ul> </li> <li>• planning inclusive teaching and learning, including: <ul style="list-style-type: none"> <li>– devising an inclusive teaching and learning plan</li> <li>– justifying the selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs</li> </ul> </li> <li>• delivering inclusive teaching and learning, including: <ul style="list-style-type: none"> <li>– using teaching and learning approaches, resources and assessment methods to meet individual learner needs</li> <li>– communicating with learners in ways that meet their individual needs</li> <li>– providing constructive feedback to learners to meet their individual needs</li> </ul> </li> <li>• evaluating the delivery of inclusive teaching and learning, including: <ul style="list-style-type: none"> <li>– reviewing the effectiveness of the delivery of inclusive teaching and learning</li> <li>– identifying areas for improvement in the delivery of inclusive teaching and learning.</li> </ul> </li> </ul>
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### Introduction

This document provides key information about the structure, content and administration of the CIEH Level 3 Award in Training – Principles and practice. It should be read in conjunction with the CIEH *Procedure Manual*.

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.

## Key facts

<b>Qualification title</b>	CIEH Level 3 Award in Training – Principles and practice
<b>Guided learning hours</b>	24
<b>Qualification level</b>	3
<b>Credit value</b>	6
<b>Assessment method</b>	Assignment (1,000-word outline of subject specialism and one-hour microteaching session)

<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.

### Entry guidance

The CIEH Level 3 Award in Training – Principles and practice 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.

The CIEH 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 Training – Principles and practice 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

Trainers should refer to Session 2 of the training pack developed to support the CIEH Level 3 Award in Education and Training. Candidates can be referred to the course book *Inclusive Teaching and Learning: The good practice guide*.

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 Training – Principles and practice is divided into two parts: a 1,000 word outline of the candidate's subject specialism and a microteaching session (including peer assessment) – see the Sample Candidate Assessment Record.

Candidates must 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.

The assessment is designed to cover all the learning outcomes (see the Unit of Assessment on page 2). 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 mirrors the threshold set for the qualification as a whole (that is, approximately 60% of the marks available). 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 assignment and provide support while they are preparing their microteaching sessions.

The outline of the candidate's subject specialism 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 the outline before submission to the CIEH. Trainers should complete the 'Assignment history' section on the back of the Candidate Assessment Record (CAR), giving details of the type and level of feedback provided.

For the second part of the 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) for the whole cohort as one batch for processing by the CIEH.

Each batch should be submitted with a qualification-specific Summary Sheet. It is the centre's responsibility that the Summary Sheet 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, CARs and supporting documents 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.

## 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 will take approximately 15 working days to process. If the candidate passes the assessment, he/she will achieve the CIEH Level 3 Award in Training – Principles and practice.

Certificates 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 unit learning outcomes. 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.

## 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 CIEH Level 3 Award in Training – Principles and practice is the Level 3 Award in Education and Training.

As the CIEH Level 3 Award in Training – Principles and practice is based the QCF unit 'Understanding and using inclusive teaching and learning approaches in education and training' and this on unit forms part of the Level 3 Award in Education and Training, a credit transfer will apply.

## 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