Qualification Specification
601/6202/8
iCQ Level 3 Award in Education and Training

Qualification Details

Title :	iCQ Level 3 Award in Education and Training
Awarding Organisation :	iCan Qualifications Limited
Fees Price List Url :	https://icanqualify.net
Qualification Type :	RQF/QW
Qualification Sub Type :	None
Qualification Level :	Level 3
Qualification Sub Level :	None
EQF Level :	Level 4
Regulation Start Date :	19-May-2015
Operational Start Date :	01-Jun-2015
Offered In England :	Yes
Offered In Wales :	Yes
Offered In Northern Ireland :	Yes
Assessment Language In English :	Yes
Assessment Language In Welsh :	No
Assessment Language In Irish :	No
SSA :	13.1 Teaching and Lecturing
Purpose :	D. Occupational qualification
Total Credits :	12
Min Credits at/above Level :	12
Total Qualification Time :	120
Guided Learning Hours :	48
Diploma Guided Learning Hours :	0
Barring Classification Code :	ZZZZ
Overall Grading Type :	Pass
Assessment Methods :	E-assessment, Portfolio of Evidence, Practical Demonstration/Assignment, Task-based Controlled Assessment
Structure Requirements :	To achieve this qualification, learners must attain at least 12 credits. Learners must attain 3 credits by achieving the mandatory unit contained in Group A, plus a minimum of 6 credits from the units contained in the optional Group B, and at least 3 credits from the units contained in the optional Group C.
Age Ranges :	Pre-16 : No; 16-18 : No; 19+ : Yes
Qualification Objective :	The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector and is intended for those who wish to gain knolwedge and understanding of this sector
QW Approval/Designation :	C00/4634/8

Qualification Specification
601/6202/8
iCQ Level 3 Award in Education and Training

Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Overarching Group	**Yes**	0	3	0	12	0
A) Group A - Mandatory Units	**Yes**	1	1	0	3	0
B) Group B - Optional Units	**Yes**	3	1	0	6	0
C) Group C - Optional Units	**Yes**	2	1	0	3	0

Group A Group A - Mandatory Units

URN	Title	Level	GLH	Credit
H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	12	3

Group B Group B - Optional Units

URN	Title	Level	GLH	Credit
D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	3	24	6
F/502/9548	Facilitate learning and development in groups	3	25	6
J/502/9549	Facilitate learning and development for individuals	3	25	6

Group C Group C - Optional Units

URN	Title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
R/505/0050	Understanding assessment in education and training	3	12	3

Qualification Framework : RQF

Title : Understanding roles, responsibilities and relationships in education and training

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 12

Unit Credit Value : 3

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: H/505/0053 : Understanding roles, responsibilities and relationships in education and training	
Understand the teaching role and responsibilities in education and training	
Assessment Criterion - The learner can:	
01.01	Explain the teaching role and responsibilities in education and training
01.02	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
01.03	Explain ways to promote equality and value diversity
01.04	Explain why it is important to identify and meet individual learner needs
Understand ways to maintain a safe and supportive learning environment	
02.01	Explain ways to maintain a safe and supportive learning environment
02.02	Explain why it is important to promote appropriate behaviour and respect for others
Understand the relationships between teachers and other professionals in education and training	
03.01	Explain how the teaching role involves working with other professionals
03.02	Explain the boundaries between the teaching role and other professional roles
03.03	Describe points of referral to meet the individual needs of learners

Qualification Framework : RQF

Title : Understanding and using inclusive teaching and learning approaches in education and training

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 24

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

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.

Unit: D/505/0052 : Understanding and using inclusive teaching and learning approaches in education and training
Understand inclusive teaching and learning approaches in education and training
Assessment Criterion - The learner can:
01.01	Describe features of inclusive teaching and learning
01.02	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs
01.03	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
Understand ways to create an inclusive teaching and learning environment
02.01	Explain why it is important to create an inclusive teaching and learning environment
02.02	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs
02.03	Explain ways to engage and motivate learners
02.04	Summarise ways to establish ground rules with learners
Be able to plan inclusive teaching and learning
03.01	Devise an inclusive teaching and learning plan
03.02	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
Be able to deliver inclusive teaching and learning
04.01	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs
04.02	Communicate with learners in ways that meet their individual needs
04.03	Provide constructive feedback to learners to meet their individual needs
Be able to evaluate the delivery of inclusive teaching and learning
05.01	Review the effectiveness of own delivery of inclusive teaching and learning
05.02	Identify areas for improvement in own delivery of inclusive teaching and learning

Unit Specification
F/502/9548
Facilitate learning and development in groups

Qualification Framework : RQF
Title : Facilitate learning and development in groups
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 25
Unit Credit Value : 6
SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
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.

Unit: F/502/9548 : Facilitate learning and development in groups	
Understand principles and practices of learning and development in groups	
Assessment Criterion - The learner can:	
01.01	Explain purposes of group learning and development
01.02	Explain why delivery of learning and development must reflect group dynamics
01.03	Evaluatemethods for facilitating learning and development to meet the needs of groups
01.04	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
01.05	Explain how to overcome barriers to learning in groups
01.06	Explain how to monitor individual learner progress within group learning and development activities
01.07	Explain how to adapt delivery based on feedback from learners in groups
Be able to facilitate learning and development in groups	
02.01	Clarify facilitation methods with group members to meet group and individual learning objectives
02.02	Implement learning and development activities to meet learning objectives
02.03	Manage risks to group and individual learning and development
Be able to assist groups to apply new knowledge and skills in practical contexts	
03.01	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
03.02	Provide feedback to improve the application of learning.
Be able to assist learners to reflect on their learning and development undertaken in groups	
04.01	Support self-evaluation by learners
04.02	Review individual responses to learning and development in groups
04.03	Assist learners to identify their future learning and development needs

Qualification Framework : RQF
Title : Facilitate learning and development for individuals
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 25
Unit Credit Value : 6
SSAs : 13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
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

Unit: J/502/9549 : Facilitate learning and development for individuals	
Understand principles and practices of one to one learning and development	
Assessment Criterion - The learner can:	
01.01	Explain purposes of one to one learning and development
01.02	Explain factors to be considered when facilitating learning and development to meet individual needs
01.03	Evaluate methods for facilitating learning and development to meet the needs of individuals
01.04	Explain how to manage risks and safeguardindividuals when facilitating one to one learning and development
01.05	Explain how to overcome individual barriers to learning
01.06	Explain how to monitor individual learner progress
01.07	Explain how to adapt delivery to meet individual learner needs
Be able to facilitate one to one learning and development	
02.01	Clarify facilitationmethods with individuals to meet their learning and/or development objectives
02.02	Implement activities to meet learning and/or development objectives
02.03	Manage risks and safeguard learners participating in one to one learning and/or development
Be able assist individual learners in applying new knowledge and skills in practical contexts	
03.01	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
03.02	Explain benefits to individuals of applying new knowledge and skills
Be able to assist individual learners in reflecting on their learning and/or development	
04.01	Explain benefits of self evaluation to individuals
04.02	Review individual responses to one to one learning and/or development
04.03	Assist individual learners to identify their future learning and/or development needs

Qualification Framework : RQF
Title : Understanding the principles and practices of assessment
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 24
Unit Credit Value : 3
SSAs : 13.1 Teaching and Lecturing
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: D/601/5313 : Understanding the principles and practices of assessment	
Understand the principles and requirements of assessment	
Assessment Criterion - The learner can:	
01.01	Explain the function of assessment in learning and development
01.02	Define the key concepts and principles of assessment
01.03	Explain the responsibilities of the assessor
01.04	Identify the regulations and requirements relevant to the assessment in own area of practice
Understand different types of assessment method	
02.01	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
Understand how to plan assessment	
03.01	Summarise key factors to consider when planning assessment
03.02	Evaluate the benefits of using a holistic approach to assessment
03.03	Explain how to plan a holistic approach to assessment
03.04	Summarise the types of risks that may be involved in assessment in own area of responsibility
03.05	Explain how to minimise risks through the planning process
Understand how to involve learners and others in assessment	
04.01	Explain the importance of involving the learner and others in the assessment process
04.02	Summarise types of information that should be made available to learners and others involved in the assessment process
04.03	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
04.04	Explain how assessment arrangements can be adapted to meet the needs of individual learners
Understand how to make assessment decisions	
05.01	Explain how to judge whether evidence is: • sufficient • authentic • current
05.02	Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair
Understand quality assurance of the assessment process	
06.01	Evaluate the importance of quality assurance in the assessment process
06.02	Summarise quality assurance and standardisation procedures in own area of practice
06.03	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
Understand how to manage information relating to assessment	
07.01	Explain the importance of following procedures for the management of information relating to assessment
07.02	Explain how feedback and questioning contribute to the assessment process
Understand the legal and good practice requirements in relation to assessment	
08.01	Explain **legal issues, policies and procedures** relevant to assessment, including those for confidentiality, health, safety and welfare
08.02	Explain the contribution that **technology** can make to the assessment process
08.03	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
08.04	Explain the value of reflective practice and continuing professional development in the assessment process

Qualification Framework : RQF
Title : Understanding assessment in education and training
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 12
Unit Credit Value : 3
SSAs : 13.1 Teaching and Lecturing
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: R/505/0050 : Understanding assessment in education and training	
Understand types and methods of assessment used in education and training	
Assessment Criterion - The learner can:	
01.01	Explain the purposes of types of assessment used in education and training
01.02	Describe characteristics of different methods of assessment in education and training
01.03	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
01.04	Explain how different assessment methods can be adapted to meet individual learner needs
Understand how to involve learners and others in the assessment process	
02.01	Explain why it is important to involve learners and others in the assessment process
02.02	Explain the role and use of peer- and self-assessment in the assessment process
02.03	Identify sources of information that should be made available to learners and others involved in the assessment process
Understand the role and use of constructive feedback in the assessment process	
03.01	Describe key features of constructive feedback
03.02	Explain how constructive feedback contributes to the assessment process
03.03	Explain ways to give constructive feedback to learners
Understand requirements for keeping records of assessment in education and training	
04.01	Explain the need to keep records of assessment of learning
04.02	Summarise the requirements for keeping records of assessment in an organisation