



# AoFA Qualifications

## Level 3 Award in Education and Training (QCF) Qualification Specification



### Qualification Introduction

The AoFAQ Level 3 Award in Education and Training (QCF) replaces the Award in Preparing to Teach in the Lifelong Learning Sector (levels 3 and 4).

The new qualification is as a result of a review by the Learning and Skills Improvement Service (LSIS).

The Level 3 Award in Education and Training provides an introduction to teaching. It can meet the needs of a range of trainee teachers, such as:

- Individuals not currently teaching or training
- Individuals currently teaching and training (including those who have just begun teaching and training) although the qualification does not require practice other than microteaching
- Individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

The new qualification consists of 3 mandatory units and includes an exciting curriculum to provide the underpinning knowledge and skills to prepare students to start or enhance their teaching careers.

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### Key facts:

Level:	3 Award
Contact classroom hours:	24
Guided learning hours (GLH):	48-61 (depending what units are selected)
Number of units:	3
Credits:	12
Qualification number:	601/1449/6
Qualification Credit Framework (QCF) approved:	Yes
Resources available:	Scheme of work, supporting PowerPoint presentation and advertising leaflet.
Assessment methods:	Assignment, peer observation, self reflection and teacher observation.

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## Section 1- Introduction to the Qualification:

This section covers:

- 1.1 The aim of the qualification
- 1.2 The qualification structure
- 1.3 Entry requirements
- 1.4 Target audience
- 1.5 Requalification requirements
- 1.6 Learner progression

### 1.1 Aim of the qualification:

The aim of the course is to provide students with the knowledge and skills to achieve the AoFAQ Level 3 Award in Education and Training (QCF).

### 1.2 Qualification structure:

This qualification consists of 3 units with a total of 12 credits required to achieve the qualification:

**Group A- Mandatory**

- Understanding roles, responsibilities and relationships in education and training- 3 credits

**Group B- One unit from group B**

- Understanding and using inclusive teaching and learning approaches in education and training- 6 credits
- Facilitate learning and development for individuals- 6 credits\*
- Facilitate learning and development in groups- 6 credits\*

**Group C- One unit from group C**

- Understanding assessment in education and training- 3 credits
- Understanding the principles and practices of assessment- 3 credits\*

\* Please refer to teaching/assessor qualifications to deliver these units

### 1.3 Entry requirements:

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT and be aged 19+. They should record their development needs and, where 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.

The learner must submit a current CV as part of the application.

### 1.4 Target audience:

The target audience of this qualification is:

- Individuals not currently teaching or training but aspiring to do so

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- Individuals currently teaching and training (including those who have just begun teaching and training) although the qualification does not require practice other than microteaching
- Individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

### 1.5 Requalification requirements:

There is no requalification course for this award however learners are expected to maintain their continued professional development.

### 1.6 Learner progression:

The learner can progress to a range of qualifications including:

- Level 4 Certificate in Education and Training (QCF)
- Level 5 Diploma in Education and Training (QCF)
- Level 3/4 Certificate or Diploma in Learning and Development (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)

## Section 2- Qualification delivery requirements:

This section covers:

- 2.1 The role of the trainer
- 2.2 The responsibilities of the trainer
- 2.3 Trainer requirements
- 2.4 The role of the assessor
- 2.5 The responsibilities of the assessor
- 2.6 Acceptable trainer/assessor qualifications
- 2.7 Equipment and venue requirements
- 2.8 Learning materials
- 2.9 Tutor to learner ratio
- 2.10 Learner ID requirements



### 2.1 The role of the trainer:

The trainer is required to deliver engaging, informative and interesting lessons that allow a learner to learn and be able to demonstrate their underpinning knowledge and skills through an assessment against a national standard.

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## 2.2 The responsibilities of a trainer:

Trainers must comply with the National Occupational Standard 7 for Learning and Development.

Responsibilities include:

- Engaging with learners
- Plan, prepare and source learning materials
- Carry out an induction to the qualification
- Manage learners (including Equality and Diversity)
- Plan the learning delivery
- Deliver the material
- Monitor learner engagement and progress
- Evaluate the course
- Undertake CPD
- Following organisational policies and procedures
- Complete relevant paperwork
- The responsibilities will depend if the trainer holds a teaching or training qualification
- Be a role model for future teachers and trainers.

This list is not exhaustive.



## 2.3 Trainer requirements:

Those involved in the training of these qualifications must have knowledge and competency in education and training.

An acceptable portfolio must show:

- Occupational knowledge and competence in education and training - evidenced by:
- Holding a relevant qualification
- Providing an acceptable log of teaching within the last 3 years
- Access to appropriate support and guidance
- Ongoing participation in continued professional development (CPD)



## 2.4 The role of the assessor:

The roles of trainer and assessor are entwined. An assessor is a person who is occupationally competent and has the knowledge, experience and skills required to assess against a standard. The assessor's role is to assess that a learner has the underpinning knowledge and/or competence to meet a set standard. Assessment is a critical part of any lesson.

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## 2.5 The responsibilities of an assessor:

Assessors must comply with the National Occupational Standard 9 for Learning and Development.

- Understand and apply the standards set by the awarding organisation
- Plan assessments to meet the needs of the learner
- Communicate assessment requirements to learners
- Carry out assessments
- Make assessment decisions
- Compare evidence with set standards/criteria
- Document the assessment process and decisions
- Provide feedback to learners
- Take part in standardisation processes
- Take part in CPD
- Follow organisational policies and procedures.

This list is not exhaustive.



## 2.6 Acceptable trainer/assessor qualifications:

Examples of acceptable teaching qualifications include:

- Post Graduate Certificate in Education (PGCE)
- Certificate in Education (Cert Ed)
- Level 5 Diploma in Teaching in the Lifelong learning Sector (DTLLS)
- Level 4 Certificate in Teaching in the Lifelong learning Sector (CTLTS)
- Level 4 Certificate in Education and Training (QCF)
- Level 5 Diploma in Education and Training (QCF)
- Further and Adult Education Teachers Certificate
- S/NVQ level 3 in Training and Development or equivalent
- S/NVQ level 4 in Training and Development or equivalent
- IHCD Instructional Methods
- IHCD Instructor Certificate
- CIPD Certificate in Training Practice

Please note that a PTLLS qualification is not sufficient to teach on this qualification unless there is verifiable evidence of significant experience in the teaching sector. Applications will be assessed on an individual basis.

The teaching qualifications above are suitable to teach on the following units:

### Group A- Mandatory

- Understanding roles, responsibilities and relationships in education and training- 3 credits

### Group B

- Understanding and using inclusive teaching and learning approaches in education and training- 6 credits

### Group C

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- Understanding assessment in education and training- 3 credits

### Learning and Development units

This qualification enables Centres and Learners to select units from the learning and development qualification suite. If these units are selected, trainers/assessors are required to hold additional assessment qualifications in conjunction with the teaching qualifications listed above.

The L&D units are:

#### **Group B- One unit from group B**

- Facilitate learning and development for individuals- 6 credits
- Facilitate learning and development in groups- 6 credits

#### **Group C- One unit from group C**

- Understanding the principles and practices of assessment- 3 credits

Acceptable qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1 Assess candidate performance using a range of methods
- D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence

In addition to the above:

- Trainer/assessor must have working knowledge of the units
- Show evidence of current continued professional development (CPD)
- Have access to a qualified Internal Quality Assurer who also meets the same criteria listed above and has experience in the education and training sector.

## 2.7 Equipment and venue requirements:

AV Equipment and training aids	Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
Learning materials	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification. AoFAQ provide a supporting PowerPoint presentation for the core units.
Training Venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.
Training aids	Blank lesson plans

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Blank assessment paperwork  
Markers and paper  
Examples of completed lesson plans

### 2.8 Learning materials:

The Award in Education and Training (Lifelong Learning Sector Series)- Ann Gravells (Recommended text book)

### 2.9 Tutor to learner ratio:

It is important that every learner has the opportunity to learn. In order to do this effectively, the class size must be manageable and be conducive for learning. The tutor to learner ratio recommended at 1:12.

### 2.10 Learner ID requirements:

Centres must instruct each Learner to bring identification and this must be validated by the trainer and recorded on the Learner Assessment Logbook. Also, Centres must advise Learners to bring their Unique Learner Number to the course if they have one. Further guidance on this can be found in the Awarding Organisation's Centre Compliance Manual.

It is the responsibility of the Trainer to ensure Learners undertaking the qualification is indeed the person they are claiming to be.

## Section 3- Assessment:

This section covers:

- 3.1 Learning outcomes and assessment criteria
- 3.2 Assessment approach



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### 3.1 Learning outcomes and assessment criteria:

The learning outcomes and assessment criteria for this qualification are listed in Appendix one. Trainers, assessors and internal quality assurers must ensure they are familiar with its contents and ensure that learners meet the assessment criteria for each learning outcome.

### 3.2 Assessment approach:

This qualification is assessed by the following means:

Unit 1: Understanding roles, responsibilities and relationships in education and training

- 1x assignment (approx 1200 words each)

Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

- 1x assignment (approx 1200 words each)
- 1x Teacher assessed micro teaching session of a minimum duration of 20 minutes
- 1x self evaluation of micro teaching session
- 3x peer observation feedback forms

Unit 3: Understanding assessment in education and training

- 1x assignment (approx 1200 words each)

Assessments are downloaded from AoFQA's Training Manager.

#### Learning and Development unit assessment:

These units are:

##### **Group B- One unit from group B**

- Facilitate learning and development for individuals- 6 credits
- Facilitate learning and development in groups- 6 credits

##### **Group C- One unit from group C**

- Understanding the principles and practices of assessment- 3 credits

Centres are required to support learners to develop a portfolio of evidence to meet all of the learning outcomes and assessment criteria listed in appendix 2. Please note that simulation, assignments or projects are not acceptable assessment methods for the units facilitate learning and development for individuals or facilitate learning and development in groups as they are performance units. Centres and learners are encouraged to use a wide range of assessment methods to gather the evidence including professional discussions, witness statements, observations, products of evidence etc.

The unit understanding the principles and practices of assessment can be assessed by assignment.

Further guidance on assessment requirements can be found in the Awarding Organisation's Centre Compliance Manual.

AoFAQ has a reasonable adjustment and special considerations policy for learners who require support with the assessment process due to a disability for example. Tutors, assessors and internal quality assurers must be familiar with this policy to ensure every learner receives the support they require with the assessment.

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## Section 4-Quality Assurance:

This section covers:

- 4.1 The role of the Internal Quality Assurer
- 4.2 The responsibilities of the Internal Quality Assurer
- 4.3 Internal Quality Assurance requirements
- 4.4 Acceptable qualifications for Internal Quality Assurers



### 4.1 The role of the Internal Quality Assurer:

The IQA is a critical role for regulated qualifications. The IQA role is to monitor the standards and quality of courses and take steps to ensure the organisation complies with AoFAQ's requirements. An IQA is mandatory.

### 4.2 The responsibilities of the Internal Quality Assurer:

- Maintain the integrity of the course
- Lead improvements
- Ensure assessors apply the qualification standards
- Plan and carry out sampling of assessed work
- Monitor subject delivery and assessment practice
- Interview learners and assessors
- Advise and support tutors and assessors
- Lead standardisation activities
- Take part in CPD
- Liaise with the EQA
- Chair meetings
- Deal with assessment appeals and complaints
- Implement EQA action points
- Support tutors and assessors CPD.

This list is not exhaustive.



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### 4.3 Internal Quality Assurer (IOA) requirements:

The IOA must be occupationally competent in the area of education and training. This can be evidenced by:

- Holding a qualification listed in the tutor requirements above
- Have working knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- Have a thorough knowledge and understanding of the role of assessors
- Visit and observe assessments and carry out other related internal quality assurance
- If performing internal quality assurance on the learning and development units the IOA must meet the same criteria as the assessor listed above in addition to the criteria for the IOA.

IOA's must ensure that at a minimum each teacher is observed once per annum. IOA's must also ensure that each cohort's assignments are sampled. Please either use the forms provided on Training Manager or the Centre's own IOA paperwork.

The following forms are available from Training Manager which must be completed.

(Please note: IOA paperwork is only required to be completed when required in line with the Organisation's internal quality assurance policy)

Form 1: Assessment tracking sheet

Form 2: Internal Quality Assurer Sampling plan and tracking form

Form 3: Internal Quality Assurer Observation Plan form

Form 4: Internal Quality Assurer Assessor Observation form

Form 5: Internal Quality Assurer Learner Discussion form

Form 6: Tutor observation form

Form 7: Peer observation form

Form 8: Learning/session plan form

Form 9: Self assessment of micro teaching session form

The External Quality Assurer will sample the IOA and assessors work during their visits. Remote verification of work may also be undertaken before and after EQA visits.

### 4.4 Acceptable qualifications for Internal Quality Assurers:

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

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#### Useful websites:

- [www.lsis.org.uk](http://www.lsis.org.uk)
- [www.et-foundation.co.uk](http://www.et-foundation.co.uk)
- [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)
- <http://www.anngravells.co.uk/>

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## Appendix 1 Learning outcomes and assessment criteria (non learning and development units)

<b>Unit reference number:</b>	H/505/0053
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Understanding roles, responsibilities and relationships in education and training
<b>Guided learning hours:</b>	12
<b>Credit value:</b>	3
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
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.

<b>Unit reference number:</b>	D/505/0052
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Understanding and using inclusive teaching and learning approaches in education and training
<b>Guided learning hours:</b>	24
<b>Credit value:</b>	6

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Learning outcome	Assessment criteria
The learner will:	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 their individual needs. 4.3 Provide 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.

#### 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 reference number:	R/505/0050
Qualification framework:	QCF
Title:	Understanding assessment in education and training
Guided learning hours:	12

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Credit value:	3
Learning outcome	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.

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## Appendix 2 Learning outcomes and assessment criteria for learning and development units

Unit reference number:	J/502/9549
Qualification framework:	QCF
Title:	Facilitate learning and development for individuals
Guided learning hours:	25
Credit value:	6
Learning outcome	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.
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 individual responses to one-to-one learning and/or development. 4.3 Assist individual learners to identify their future learning and/or development needs.
<b>Assessment guidance</b>	
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.	

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<b>Unit reference number:</b>	F/502/9548
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Facilitate learning and development in groups
<b>Guided learning hours:</b>	25
<b>Credit value:</b>	6
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
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 group feedback to improve the application of learning.
4. Be able to assist learners to reflect on their learning and development undertaken in groups.	4.1 Support self-evaluation by learners. 4.2 Review individual responses to learning and development in groups. 4.3 Assist learners to identify their future learning and development needs.
<b>Assessment guidance</b>	
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.	

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<b>Unit reference number:</b>	D/601/5313
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Understanding the principles and practices of assessment
<b>Guided learning hours:</b>	24
<b>Credit value:</b>	3
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
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 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 adapted to meet the needs of individual learners.
5. Understand how to make assessment decisions.	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>▪ • sufficient;</li> <li>▪ • authentic; and</li> <li>▪ • current.</li> </ul> 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>▪ • made against specified criteria;</li> <li>▪ • valid;</li> <li>▪ • reliable; and</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ • fair.</li> </ul>
6. Understand quality assurance of the assessment process.	<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>
7. Understand how to manage information relating to assessment.	<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>
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>

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