



# AoFA Qualifications

## Level 5 Diploma in Education and Training (RQF) Qualification Specification



### Qualification Introduction

The AoFAQ Level 5 Diploma Education and Training (RQF) 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 5 Diploma 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:	5 Diploma
Guided learning hours (GLH):	510 (depending what units are selected)
Credits:	120
Qualification number:	601/7975/2
Regulated Qualifications Framework (RQF) approved:	Yes
Assessment methods:	Portfolio of Evidence.

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## Section 1- Introduction to the Qualification:

This section covers:

- 1.1 The aim of the qualification
- 1.2 Entry requirements
- 1.3 Target audience
- 1.4 Requalification requirements
- 1.5 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 5 Diploma in Education and Training (RQF).

### 1.2 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.

### 1.3 Target audience:

The target audience of this qualification is:

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

### 1.4 Requalification requirements:

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

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## 1.5 Learner progression:

The learner can progress to a range of qualifications including:

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

## 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.

### 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



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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.

### 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.



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## 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 5 Diploma in Education and Training (RQF)
- 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.

## 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 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

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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:

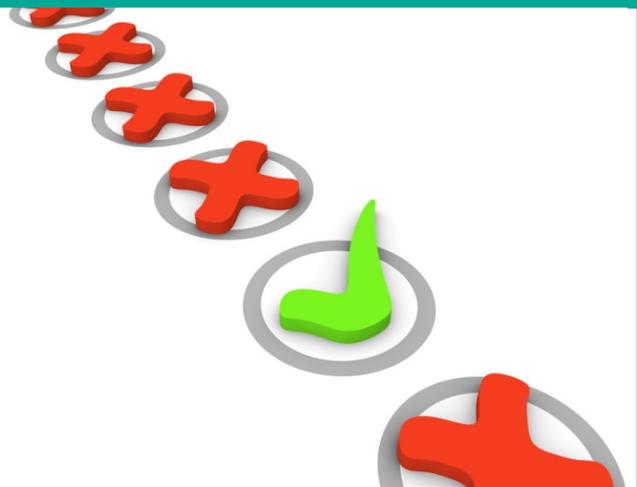
Centres must instruct each Learner to bring identification and this must be validated by the trainer and recorded on the Learner Assessment Logbook. Also, Centres must advise Learners to bring their Unique Learner Number to the course if they have one. Further guidance on this can be found in the Awarding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



### 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.

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### 3.2 Assessment approach:

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.

### 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

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- 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.

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

The IQA 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 IQA must meet the same criteria as the assessor listed above in addition to the criteria for the IQA.

IQA's must ensure that at a minimum each teacher is observed once per annum. IQA'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 IQA paperwork.

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

(Please note: IQA 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

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The External Quality Assurer will sample the IQA 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:

- SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- RQF 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 (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- V1 or D34

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

Unit reference number:	R/505/0923
Qualification framework:	RQF
Title:	Developing Teaching, Learning and Assessment in Education Training
Guided learning hours:	65
Credit value:	20
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Be able to investigate practice in own area of specialism	1.1 Analyse the application of pedagogical principles in own area of specialism 1.2 Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism
2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1 Use initial and diagnostic assessments to agree learners' individual goals and learning preferences 2.2 Devise a scheme of work taking account of: <ul style="list-style-type: none"> <li>• the needs of learners</li> <li>• the delivery model</li> <li>• internal and external requirements</li> </ul> 2.3 Design teaching and learning plans that take account of: <ul style="list-style-type: none"> <li>• the individual goals, needs and learning preferences of all learners</li> <li>• curriculum requirements</li> </ul> 2.4 Identify opportunities for learners and others to provide feedback to

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	<p>inform inclusive practice</p> <p>2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment</p>
<p>3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment</p>	<p>3.1 Analyse theories of behaviour management</p> <p>3.2 Establish and sustain a safe, inclusive learning environment</p> <p>3.3 Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.</p>
<p>4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning</p>	<p>4.1 Design resources that:</p> <ul style="list-style-type: none"> <li>• actively promote equality and value diversity</li> <li>• meet the identified needs of specific learners</li> </ul> <p>4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners</p> <p>4.3 Demonstrate ways to promote equality and value diversity in own teaching</p> <p>4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression</p> <p>4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication</p>
<p>5. Be able to apply theories, models and principles of assessment to assessing learning in education and training</p>	<p>5.1 Design assessments that meet the individual needs of learners</p> <p>5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements</p> <p>5.3 Demonstrate the use of assessment data in:</p> <ul style="list-style-type: none"> <li>• monitoring learners' achievement, attainment and progress</li> <li>• setting learners' targets</li> <li>• planning subsequent sessions</li> <li>• recording the outcomes of assessment</li> </ul> <p>5.4 Communicate assessment information to other professionals with an interest in learner achievement</p> <p>5.5 Explain how own assessment practice has taken account of theories, models and principles of assessment</p>
<p>6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning</p>	<p>6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning</p> <p>6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning</p>

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7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning	7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning 7.2 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning
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<b>Unit reference number:</b>	H/505/0912
<b>Qualification framework:</b>	RQF
<b>Title:</b>	Teaching, Learning and Assessment in Education and Training
<b>Guided learning hours:</b>	65
<b>Credit value:</b>	20
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand roles, responsibilities and relationships in education and training	1.1 Analyse own 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 Analyse the relationships and boundaries between the teaching role and other professional roles 1.4 Describe points of referral to meet the needs of learners
2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1 Explain why it is important to identify and meet the individual needs of learners 2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals 2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners 2.4 Record learners' individual learning goals
3. Be able to plan inclusive teaching and learning	3.1 Devise a scheme of work in accordance with internal and external requirements 3.2 Design teaching and learning plans that respond to: <ul style="list-style-type: none"> <li>• the individual goals and needs of all learners</li> <li>• curriculum requirements</li> </ul> 3.3 Explain how own planning meets the individual needs of learners 3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners 3.5 Identify opportunities for learners to provide feedback to inform inclusive practice
4. Be able to create and	4.1 Explain why it is important to promote appropriate behaviour and

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maintain a safe, inclusive teaching and learning environment	respect for others 4.2 Explain ways to promote equality and value diversity 4.3 Establish and sustain a safe, inclusive learning environment
5. Be able to deliver inclusive teaching and learning	5.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners 5.2 Analyse benefits and limitations of communication methods and media used in own area of specialism 5.3 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners 5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners 5.5 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners 5.6 Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners 5.7 Communicate with learners and learning professionals to meet individual learning needs
6. Be able to assess learning in education and training	6.1 Explain the purposes and types of assessment used in education and training 6.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners 6.3 Use types and methods of assessment, including peer- and self-assessment to: <ul style="list-style-type: none"> <li>• involve learners in assessment</li> <li>• meet the individual needs of learners</li> <li>• enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and</li> <li>• meet internal and external assessment requirements</li> </ul> 6.4 Use questioning and feedback to contribute to the assessment process 6.5 Record the outcomes of assessments to meet internal and external requirements 6.6 Communicate assessment information to other professionals with an interest in learner achievement
7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning 7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1 Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others 8.2 Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning

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<b>Unit reference number:</b>	A/505/0818
<b>Qualification framework:</b>	RQF
<b>Title:</b>	Theories, Principles and Models in Education and Training
<b>Guided learning hours:</b>	60
<b>Credit value:</b>	20
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the application of theories, principles and models of learning in education and training	1.1 Analyse theories, principles and models of learning 1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment 1.3 Analyse models of learning preferences 1.4 Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment
2. Understand the application of theories, principles and models of communication in education and training	2.1 Analyse theories, principles and models of communication 2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment
3. Understand the application of theories, principles and models of assessment in education and training	3.1 Analyse theories, principles and models of assessment 3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning
4. Understand the application of theories and models of curriculum development within own area of specialism	4.1 Analyse theories and models of curriculum and development 4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1 Analyse theories and models of reflection and evaluation 5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice

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

<b>Unit reference number:</b>	J/505/0837
<b>Qualification framework:</b>	RQF
<b>Title:</b>	Wider Professional Practice and Development in Education and Training
<b>Guided learning hours:</b>	50
<b>Credit value:</b>	15
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand professionalism and the influence professional values in education and training	1.1 Define the concept of professionalism and dual professionalism in education and training 1.2 Explain ways in which own professional values influence own practice in an area of specialism
2. Understand the policy context of education and training	2.1 Explain ways in which social, political and economic factors influence education policy 2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism
3. Understand the impact of accountability to stakeholders and external bodies in education and training	3.1 Explain the roles of stakeholders and external bodies in education and training 3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training 3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training 3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism
4. Understand the organisational context of education and training	4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation 4.2 Analyse the impact of organisational requirements and expectations on curriculum practice in own area of specialism
5. Be able to contribute to the quality improvement and quality assurance arrangements of own organisation	5.1 Analyse the quality improvement and quality assurance arrangements of own organisation 5.2 Explain the function of self-assessment and self-evaluation and the quality cycle 5.3 Evaluate a learning programme taking account of the quality maintenance of own organisation

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	5.4 Identify areas for improvement in the learning programme taking account of the outcomes of evaluation
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