



FAQ LEVEL 3 AWARD IN
EDUCATION
AND
TRAINING

FULL SPECIFICATION

Qualification Recognition Number: **601/0129/5**

Qualification Reference: **L3AET**



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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training • Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 3 Award in Education and Training**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this **FAQ Level 3 Award in Education and Training** is to provide the learner with the skills, knowledge and understanding required to work in the teaching profession. The introduction gives an insight into the roles, responsibilities and relationships in education and training, how to plan and deliver teaching sessions and how to assess and give constructive feedback.

The Total Qualification Time (TQT) for this qualification is: 120 hours

Guided Learning (GL) for this qualification is: 48 hours

Minimum credits required to achieve the qualification: 12

Suitable for age ranges: 19+

Method of assessment: Portfolio of evidence. Centres must ensure that they follow the assessment requirements set out in the [Guidance for Qualifications in Education and Training](#) document.

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set out in the FutureQuals' *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals' website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/>, Qualifications Wales in Wales <https://www.qiw.wales/>, and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department for the Economy in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.qiw.wales/>

<https://www.economy-ni.gov.uk/>

or, alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The **FAQ Level 3 Award in Education and Training** can support progression on to the Level 4 Certificate in Education and Training and the Level 5 Diploma in Teaching.

2.4 Assessment Principles

The **FAQ Level 3 Award in Education and Training** must be assessed according to [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

2.5 Qualification Structure

To achieve the **FAQ Level 3 Award in Education and Training** learners must achieve a minimum of 12 credits. They must complete 1 component from mandatory group M (3 credits) a minimum of six credits from Group O1 and the remaining 3 credits from O2.

The optional components can be downloaded as a zip file from the 'Information' section of the FutureQuals' website.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3

Group O1 – Optional Components				
Component Number	URN	Unit Name	Credit Value	Level
2	D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	6	3
3	J/502/9549	Facilitate learning and development for individuals	6	3
4	F/502/9548	Facilitate learning and development in groups	6	3

Group O2 – Optional Components				
Component Number	URN	Unit Name	Credit Value	Level
5	R/505/0050	Understanding assessment in education and training	3	3
6	D/601/5313	Understanding the principles and practices of assessment	3	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Centres must refer to [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#) and [The Qualification Guidance: Assessment and Quality Assurance Qualifications documents](#). The assessment strategy includes requirements for who can assess and quality assure this qualification.



3.2 Component Specifications

Component 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Component Reference Number: H/505/0053

Level: 3

Credit: 3

GL: 12

Component Summary

The purpose of the component is to enable the candidate to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their learners.

Assessment Guidance

This component must be assessed in line with The Education and Training Foundation: Guidance for Qualifications in Education and Training.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals' *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.



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