



Level 3 Certificate In
LEARNING AND DEVELOPMENT

Qualification Specification

Qualification recognition number: 603/2739/X
Qualification Reference: L3CLD

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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 Certificate in Learning and Development**. 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 Certificate in Learning and Development** is to provide the learner with the skills, knowledge and understanding required to work in learning and development.

The Total Qualification Time (TQT) for this qualification is: 300

Guided Learning (GL) for this qualification is: 120 hours

Minimum credits required to achieve the qualification: 30

Suitable for age ranges: 18+

Method of assessment:

- Portfolio of Evidence.
- observation of performance in the work environment
- examining products of work
- questioning the learner
- written statements or answers by the learner
- oral statements or answers by the learner
- discussions between the learner and their own assessor
- assignments

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 on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Observations for assessment can be made using Skype but it is expected that at least one observation for each component is carried out with the assessor present in the workplace.

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. However, learners should have a minimum of level two in literacy and numeracy or equivalent.

This qualification requires the assessment of workplace competence. Learners must have access to a suitable workplace, either through employment, voluntary work or placement/work experience.

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/>

This qualification is available for delivery in England only.

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

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.economy-ni.gov.uk>

or, 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 Certificate in Learning and Development** can support progression on to other related qualifications, including the Level 4 Certificate in Education and Training and the Level 5 Diploma in Education and Training.

2.4 Assessment Principles

The **FAQ Level 3 Certificate in Learning and Development** must be assessed according to The Education and Training Foundation: Guidance for Qualifications in Education and Training and the Learning and Development Qualifications Awarding Organisation Guidance.

2.5 Qualification Structure

To achieve the **FAQ Level 3 Certificate in Learning and Development** learners must achieve a minimum of 30 credits. They must gain 12 credits from Group M (Mandatory Components) and at least 18 credits from the optional components, with at least 6 credits from the Optional Group B. If Optional Group C and/or Optional Group D components are chosen, both optional components contained in the group(s) must be achieved.

Group M – Mandatory Components				
Component Number	URN	Component Name	Credit Value	Level
1	H/616/6699	Understand the Principles and Practices of Learning and Development	6	3
2	R/616/6701	Reflect On and Improve Own Practice in Learning and Development	6	4
Group B – Optional Components				

Component Number	URN	Component Name	Credit Value	Level
3	F/502/9548	Facilitate Learning and Development in Groups	6	3
4	J/502/9549	Facilitate Learning and Development for Individuals	6	3
Group C – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
5	H/601/5314	Assess Occupational Competence in the Work Environment	6	3
6	D/601/5313	Understanding the Principles and Practices of Assessment	3	3
Group D – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
6	D/601/5313	Understanding the Principles and Practices of Assessment	3	3
7	F/601/5319	Assess Vocational Skills, Knowledge and Understanding	6	3
Group E – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
6	D/601/5313	Understanding the Principles and Practices of Assessment	3	3
8	K/502/9544	Identify Individual Learning and Development Needs	3	3
9	H/616/6718	Plan and Prepare Specific Learning and Development Opportunities	6	3
10	A/502/9547	Develop and Prepare Resources for Learning and Development	6	4
11	F/502/9551	Engage Learners in the Learning and Development Process	6	3
12	M/616/6723	Evaluate and Improve Learning and Development Provision	6	4

13	R/502/9554	Provide Information and Advice to Learners and Employers	3	3
14	Y/502/9555	Engage with Employers to Develop and Support Learning Provision	6	3
15	F/616/6726	Understanding the Employing Organisation	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. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.



3.2 Component Specifications

Group M – Mandatory Components

Component 1: Understand the Principles and Practices of Learning and Development

Component Reference Number: H/616/6699

Level: 3

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the purpose and context of learning and development, the learning and development cycle, the needs of learners, the roles and responsibilities of the learning and development practitioner as well as legislative and organisational requirements.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the purpose and context of learning and development	1.1 Analyse the objectives of learning and development for learners and for organisations
	1.2 Explain the contexts and environments in which learning and development takes place
2. Understand the learning and development cycle	2.1 Explain the learning and development cycle and each of its constituent parts
	2.2 Explain how the learning and development cycle is used to enhance learner experience
3. Understand the needs of learners in relation to learning and development	3.1 Summarise why it is necessary to understand learner needs and motivations for learning and development
	3.2 Explain how to adapt learning and development to meet the needs and preferences of learners
	3.3 Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation
4. Understand the roles and responsibilities of the learning and development practitioner	4.1 Explain own role and responsibilities in relation to learning and development
	4.2 Explain the points of referral available to help meet the needs of learners
	4.3 Explain the practitioner role in the development of learners' in the learning and development process

	4.4 Explain the practitioner's role in the quality improvement of learning and development
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	4.5 Summarise the practitioner's role in managing risks to and safeguarding learners
5. Understand legislative and organisational requirements in relation to learning and development	5.1 Explain learner's rights in relation to equality, diversity and inclusion
	5.2 Explain the practitioner's and the organisation's responsibility for the safety and security of learners
	5.3 Summarise the purpose and limits of confidentiality in relation to learners and the organisation
	5.4 Explain requirements for record keeping in relation to learning and development

Component 2: Reflect On and Improve Own Practice in Learning and Development

Component Reference Number: R/616/6701

Level: 4

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the approaches/processes associated with reflective practice and continuing professional development. It also provides the learner with the skills, knowledge and understanding required to be able to reflect on own performance as a learning and development practitioner and improve own learning and development practice.

Assessment Guidance

This component assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand approaches to, and processes associated with, reflective practice and continuing professional development	1.1 Evaluate approaches to reflective practice
	1.2 Critically evaluate why learning and development practitioners must engage in reflective practice and continuing professional development
	1.3 Analyse own values, beliefs and attitudes and their impact on practice
2. Be able to reflect on own performance as a learning and development practitioner	2.1 Analyse own skills, knowledge and practice as a learning and development practitioner
	2.2 Assess how own practice promotes inclusion, equality and diversity
	2.3 Evaluate where own skills, knowledge and practice need updating or further development
3. Be able to improve own learning and development practice	3.1 Prioritise areas for own development as a practitioner
	3.2 Review and update personal action plans to improve practice based on outcomes of reflection
	3.3 Identify learning and development opportunities to address priority actions in accordance with current legislative and organisational requirements
	3.4 Use technologies and resources to keep own knowledge, understanding, skills and practice up to date

	3.5 Review outcomes of development activities on own practice
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Optional Components

Component 3: Facilitate Learning and Development in Groups

Component Reference Number: F/502/9548

Level: 3

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the principles and practices of learning and development in groups. It also provides the learner with the skills, knowledge and understanding required to facilitate learning and development in groups, assist groups to apply new knowledge/skills in practical contexts and assist learners to reflect on their learning and development undertaken in groups.

Assessment Guidance

This component 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.

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

Component 4: Facilitate Learning and Development for Individuals

Component Reference Number: J/502/9549

Level: 3

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the principles and practices of one-to-one learning and development. It also provides the learner with the skills, knowledge and understanding required to facilitate one-to-one learning and development, assist individual learners in applying new knowledge/skills in practical contexts and assist individual learners in reflecting on their learning and/or development.

Assessment Guidance

This component 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.

Learning Outcome - The learner will:	Assessment Criterion - 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

Component 5: Assess Occupational Competence in the Work Environment

Component Reference Number: H/601/5314

Level: 3

Credit: 6

GL: 30

Component Summary

This component provides the learner with the skills, knowledge and understanding required to plan the assessment of occupational competence, make assessment decisions about occupational competence, provide required information following the assessment of occupational competence and maintain legal/good practice requirements when assessing occupational competence.

Assessment Guidance

- Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:
 - observation of performance in the work environment
 - examining products of work
 - questioning the learner □ Simulations are not allowed.
- Other forms of evidence will be acceptable for the remaining assessment methods:
 - discussing with the learner
 - use of others (witness testimony)
 - looking at learner statements
 - recognising prior learning

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
	1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner
	1.3 Plan the assessment of occupational competence to address learner needs and current achievements
	1.4 Identify opportunities for holistic assessment

2. Be able to make assessment decisions about occupational competence	2.1 Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
	2.2 Make assessment decisions of occupational competence against specified criteria
	2.3 Follow standardisation procedures
	2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the assessment of occupational competence	3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress
	3.2 Make assessment information available to authorised colleagues
	3.3 Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
	4.3 Evaluate own work in carrying out assessments of occupational competence
	4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Component 6: Understanding the Principles and Practices of Assessment

Component Reference Number: D/601/5313

Level: 3

Credit: 3

GL: 24

Component Summary

This component provides the learner with an understanding of the principles and requirements of assessment, different types of assessment methods, how to plan assessment, how to involve learners/others in assessment, how to make assessment decisions, quality assurance of the assessment process, how to manage information relating to assessment and legal/good practice requirements in relation to assessment.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles and requirements of assessment	1.1 Explain the function 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 the 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 the importance of involving 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"> • sufficient • authentic • current
	5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process
	6.2 Summarise quality assurance and standardisation procedures in own area of practice
	6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment
	7.2 Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment	8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2 Explain the contribution that technology can make to the assessment process
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment

8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Component 7: Assess Vocational Skills, Knowledge and Understanding

Component Reference Number: F/601/5319

Level: 3

Credit: 6

GL: 30

Component Summary

This component provides the learner with the skills, knowledge and understanding required to prepare and carry out assessments of vocational skills/knowledge/understanding whilst maintaining legal and good practice requirements. The learner will also be able to provide the required information following the assessment of vocational skills/knowledge/understanding.

Assessment Guidance

- Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the component. As a minimum, there must be performance evidence for at least three of the following assessment methods:
 - assessments of the learner in simulated environments
 - skills tests
 - oral and written questions
 - assignments
 - projects
 - case studies
 - recognising prior learning
- Other forms of evidence will be acceptable for the remaining assessment methods.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none">• assessments of the learner in simulated environments• skills tests• oral and written questions• assignments• projects• case studies• recognising prior learning
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding

	1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
	2.2 Provide support to learners within agreed limitations
	2.3 Analyse evidence of learner achievement
	2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
	2.5 Follow standardisation procedures
	2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
	3.2 Make assessment information available to authorised colleagues as required
	3.3 Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism
	4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Component 8: Identify Individual Learning and Development Needs

Component Reference Number: K/502/9544

Level: 3

Credit: 3

GL: 24

Component Summary

This component provides the learner with an understanding of the principles and practices of learning needs analysis for individuals. It also provides the learner with the skills, knowledge and understanding required to conduct learning needs analysis for individuals and agree individual learning and development needs.

Assessment Guidance

This component assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles and practices of learning needs analysis for individuals	1.1 Explain the principles and practices of learning needs analysis for individuals
	1.2 Analyse the factors that influence individual learning needs, preferences and styles
	1.3 Compare methods used to assess individual learning needs
2. Be able to conduct learning needs analysis for individuals	2.1 Agree the purpose, aims and methodology of the learning needs analysis with individuals
	2.2 Apply learning needs analysis methodology to assess the individual's current level of achievement and potential
	2.3 Analyse learning needs and communicate to the learner
3. Be able to agree individual learning and development needs	3.1 Agree and prioritise individual learning and development needs
	3.2 Advise individuals about learning and development options to meet: <ul style="list-style-type: none">• learner priorities• learning preferences• learning styles

Component 9: Plan and Prepare Specific Learning and Development Opportunities

Component Reference Number: H/616/6718

Level: 3

Credit: 6
GL: 20

Component Summary

This component provides the learner with the skills, knowledge and understanding required to plan learning and development opportunities and prepare specific learning and development opportunities to meet learner needs.

Assessment Guidance

This component assesses occupational competence. Evidence for the learning outcomes must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to plan learning and development opportunities	1.1 Agree the purpose and outcomes of learning and development to meet learner needs
	1.2 Plan the delivery of specific learning and development opportunities to meet needs
	1.3 Secure resources required to deliver specific learning and development opportunities
	1.4 Identify organisational structures, systems and processes supporting learning and development opportunities
	1.5 Assess risks to learners and their learning and development when planning specific opportunities
2. Be able to prepare specific learning and development opportunities to meet learner needs	2.1 Prepare learning and development sessions to meet learner needs
	2.2 Identify resources and technologies required to deliver specific learning and development sessions
	2.3 Communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners

Component 10: Develop and Prepare Resources for Learning and Development

Component Reference Number: A/502/9547

Level: 4

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the principles underpinning the development and preparation of resources for learning and development. It also provides the learner with the skills, knowledge and understanding required to develop resources to meet learning and development needs.

Assessment Guidance

This component assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand principles underpinning development and preparation of resources for learning and development	1.1 Explain principles underpinning resource selection for learning and development
	1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
	1.3 Evaluate the contribution of technology to the development of learning and development resources
2. Be able to develop resources to meet learning and development needs	2.1 Agree needs of learners for whom resources are being developed
	2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
	2.3 Plan adaptations to and use of technology within resources to meet learning and development needs
	2.4 Prepare guidance to assist those using learning and development resources
	2.5 Evaluate the suitability of resources for learning and development

Component 11: Engage Learners in the Learning and Development Process

Component Reference Number: F/502/9551

Level: 3

Credit: 6

GL: 30

Component Summary

This component provides the learner with an understanding of the principles/purpose of engaging learners in learning and development and the role of mentoring in facilitating learning. It also provides the learner with the skills, knowledge and understanding required to assist/engage the learner in the learning and development process and assist the learner in reviewing their own progress.

Assessment Guidance

This component assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand principles and purpose of engaging learners in learning and development	1.1 Explain principles of learner engagement in the learning and development process
	1.2 Evaluate the processes and activities used to engage learners in learning and development
	1.3 Explain information and advice learners need for learning and development
	1.4 Analyse learner motivation for learning and development
	1.5 Analyse ways to overcome barriers to learning and development faced by learners
	1.6 Explain methods of engaging learners in their own progress review of learning
2. Understand the role of mentoring in facilitating learning	2.1 Explain how mentoring can engage and motivate learners
	2.2 Summarise the role and characteristics of a mentor
	2.3 Analyse mentoring relationships that engage and motivate learners
3. Be able to assist and engage the learner in the learning and development process	3.1 Demonstrate working relationships with learners to motivate learning
	3.2 Provide assistance to learners to encourage them to take responsibility for their own learning and development

	3.3 Provide learners with the information and advice to engage in learning and development that meets their needs
4. Be able to assist the learner in reviewing their own progress	4.1 Establish opportunities to review progress with learners
	4.2 Provide learners with constructive feedback on their learning and development
	4.3 Enable learners to give feedback on their learning experience
	4.4 Analyse progress and achievement with learners
	4.5 Assist learners to in adapting learning and development plans to reflect future learning needs

Component 12: Evaluate and Improve Learning and Development Provision

Component Reference Number: M/616/6723

Level: 4

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the contexts for evaluation and quality improvement of learning and development as well as the evaluation of learning and development. It also provides the learner with the skills, knowledge and understanding required to evaluate learning and development in accordance with organisational requirements and improve learning and development ensuring regulatory and organisational requirements are met.

Assessment Guidance

This component assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand contexts for evaluation and quality improvement of learning and development	1.1 Analyse the principles of quality improvement in learning and development provision
	1.2 Explain current legislative and organisational quality improvement requirements for learning and development provision
	1.3 Evaluate industry-recognised standards for learning and development
	1.4 Discuss methods to evaluate learning and development provision
	1.5 Analyse processes to raise standards in own area of learning and development practice
	1.6 Explain the role of learner involvement in evaluating and improving learning and development provision
2. Understand evaluation of learning and development	2.1 Evaluate the scope of evaluation for own area of learning and development
	2.2 Identify performance indicators that apply to own area of learning and development
	2.3 Discuss information and other evidence requirements including strengths and

	weaknesses of information available to evaluate learning and development
3. Be able to evaluate learning and development in accordance with organisational requirements	3.1 Follow organisational procedures for recording and reporting evaluation outcomes
	3.2 Analyse evidence of learning and development against organisational requirements
	3.3 Analyse own contribution and that of colleagues to the evaluation of learning and development
	3.4 Recommend quality improvements for learning and development
4. Be able to improve learning and development ensuring regulatory and organisational requirements are met	4.1 Prioritise and plan improvements to provision based on evaluation of learning and development
	4.2 Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis

Component 13: Provide Information and Advice to Learners and Employers

Component Reference Number: R/502/9554

Level: 3

Credit: 3

GL: 20

Component Summary

This component provides the learner with an understanding of the information and advice available for learners/employers and of their own boundaries and limitations in relation to providing information and advice. It also provides the learner with the skills, knowledge and understanding required to provide information and advice to learners/employers and assist learners/employers to access information and advice.

Assessment Guidance

This component assesses occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand information and advice available for learners and employers	1.1 Analyse information and advice needs of: <ul style="list-style-type: none">• individual learners• employers
	1.2 Evaluate sources of information and advice available to meet the needs of: <ul style="list-style-type: none">• individual learners• employers
2. Understand own boundaries and limitations in relation to providing information and advice	2.1 Explain own boundaries for the provision of information and advice to: <ul style="list-style-type: none">• individual learners• employers
	2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for: <ul style="list-style-type: none">• individual learners• employers
	2.3 Evaluate the impact of providing incorrect or misleading information and advice to: <ul style="list-style-type: none">• individual learners• employers
3. Be able to provide information and advice to learners and employers	3.1 Identify information and advice needs of: <ul style="list-style-type: none">• individual learners• employers

	<p>3.2 Provide information and advice to:</p> <ul style="list-style-type: none"> • individual learners • employers
4. Be able to assist learners and employers to access information and advice	<p>4.1 Identify sources of information and advice to meet the needs of:</p> <ul style="list-style-type: none"> • individual learners • employers
	<p>4.2 Identify barriers to accessing information and advice for:</p> <ul style="list-style-type: none"> • individual learners • employers
	<p>4.3 Assist with overcoming barriers to accessing information and advice</p>

Component 14: Engage with Employers to Develop and Support Learning Provision

Component Reference Number: Y/502/9555

Level: 3

Credit: 6

GL: 25

Component Summary

This component provides the learner with an understanding of the information relating to employers developing provision for learners and an understanding of how to engage with employers for the benefit of learners. It also provides the learner with the skills, knowledge and understanding required to engage with employers for the benefit of learners and evaluate the effect of employer provision on the learner and partner organisation.

Assessment Guidance

This component assesses understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand information relating to employers developing provision for learners	1.1 Analyse information sources about individual employers and employment sectors, locally and nationally
	1.2 Summarise learning provision available to an employer
	1.3 Summarise legal requirements that apply to employers developing and supporting provision for learners
2. Understand how to engage with employers for the benefit of learners	2.1 Explain how to prepare for first contact with employers to discuss learning provision
	2.2 Evaluate employers' level of interest in providing learning opportunities for learners
	2.3 Evaluate strategies that help employers overcome concerns about offering learning opportunities
	2.4 Explain why employers might need support to provide learning for learners
	2.5 Explain the importance of clear channels of communication with employers as delivery partners
3. Be able to engage with employers for the benefit of learners	3.1 Provide employers with clear information and advice about learning requirements for learners
	3.2 Provide advice and assistance to employers delivering learning opportunities

	3.3 Establish channels of communication for feedback from employers on the progress of learners
4. Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1 Assess the impact of employer provision on learners' learning outcomes
	4.2 Review the impact of employer provision on partner organisations

Component 15: Understanding the Employing Organisation

Component Reference Number: F/616/6726

Level: 3

Credit: 3

GL: 23

Component Summary

This component provides the learner with an understanding of the structure of their organisation, the key aims/objectives of their organisation, their own contribution to their organisation's key aims/objectives and the opportunities for entry, professional development and progression within their organisation.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the structure of their organisation	1.1 Describe the main functions in their organisation
	1.2 Describe how the main functions in their organisation are staffed and organised
	1.3 Describe the communication channels in their organisation
	1.4 Describe the lines of control and accountability in their organisation
2. Understand key aims and objectives of their organisation	2.1 Explain the importance of an organisation having a business plan
	2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values)
	2.3 Describe how their organisation measures the achievement of key aims and objectives
	2.4 Identify their organisation's key performance indicators
3. Understand their own contribution to their organisation's key aims and objectives	3.1 Evaluate the importance of an organisation managing the performance of its staff
	3.2 Describe the objectives of their job role
	3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives
	3.4 Explain how their own performance is evaluated and developed

	3.5 Analyse the contribution they can make to the evaluation and development of their performance
	4.1 Explain the importance of continuing professional development
4. Understand the opportunities for entry, professional development and progression within their organisation	4.2 Evaluate the organisation's processes for recruitment
	4.3 Evaluate the organisation's processes for induction
	4.4 Evaluate the organisation's processes for training and development
	4.5 Evaluate the opportunities and requirements for career progression for staff within their organisation

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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