



Level 4 Certificate In  
**EDUCATION AND TRAINING**

## Qualification Specification

Qualification recognition number: 601/0583/5

Qualification Reference: L4CET

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner. Enquiries should be addressed to Future Awards and Qualifications.

Copyright © Future (Awards and Qualifications) Ltd 2019

## Version Control Information

Document details	
Document name	FAQ Level 4 Certificate in Education and Training
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L4CET_V2_16/04/2019
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L4CET_V2_16/04/2019	16/04/2019	Version control table.	Version control table added.
L4CET_V3_11/07/2019	July 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.

## Contents

<b>Centre Requirements</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Data Protection .....	2
1.3 Complaints .....	2
1.4 Enquiries.....	2
<b>Qualification Information</b> .....	<b>3</b>
2.1 Qualification Outline .....	3
2.2 Additional Information .....	3
2.3 Progression .....	4
2.4 Assessment Principles.....	4
2.5 Qualification Structure.....	4
2.6 Barred Components and Exemptions .....	6
<b>Assessment Principles and Component Specifications</b> .....	<b>7</b>
3.1 Assessment Principles.....	7
3.2 Component Specifications .....	8
<b>Centre Information</b> .....	<b>16</b>
4.1 Centre Operations Manual .....	16
4.2 Initial Assessment and Centre Learner Support .....	16
4.3 Identification Requirements and Learner Authenticity.....	17
4.4 Legal Considerations .....	18

## 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 4 Certificate 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](mailto: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 4 Certificate in Education and Training** is to provide the learner with the skills, knowledge and understanding required to develop their practical teaching skills and prepare to work in a wide range of placements.

**The Total Qualification Time (TQT) for this qualification is 360**

**Guided Learning (GL) for this qualification is 140 hours**

**Minimum credits required to achieve the qualification: 36**

**Suitable for age ranges: 19+**

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

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.

**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 of 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/>

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 4 Certificate in Education and Training** can support progression on to the Level 5 Diploma in Education and Training.

### 2.4 Assessment Principles

The **FAQ Level 4 Certificate 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 **FAQ Level 4 Certificate in Education and Training** learners must achieve a minimum of 36 credits. They must complete 21 credits from Group M and achieve 15 credits from Group O1.

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
2	M/505/0122	Delivering education and training	6	4
3	L/505/0127	Using resources for education and training	3	4
4	F/505/0125	Assessing learners in education and training	6	4
5	A/505/1189	Planning to meet the needs of learners in education and training	3	4



Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
6	H/601/5314	Assess occupational competence in the work environment	6	3
7	F/601/5319	Assess vocational skills, knowledge and understanding	6	3
8	A/502/9547	Develop and prepare resources for learning and development	6	4
9	M/502/9545	Develop learning and development programmes	6	4
10	F/502/9551	Engage learners in the learning and development process	6	3
11	Y/502/9555	Engage with employers to develop and support learning provision	6	3
12	D/502/9556	Engage with employers to facilitate workforce development	6	4
13	K/502/9544	Identify individual learning and development needs	3	3
14	H/502/9543	Identify the learning needs of organisations	6	4
15	A/601/5321	Internally assure the quality of assessment	6	4
16	A/502/9550	Manage learning and development in groups	6	4
17	F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	6	4
18	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	4
19	R/503/4852	Reading skills for literacy and language teaching	3	3
20	D/503/4854	Speaking and listening skills for literacy and language teaching	3	3
21	K/503/4856	Writing skills for literacy and language teaching	3	3
22	A/503/4859	Using mathematics: personal and public life	6	3
23	F/503/4863	Using mathematics: professional and vocational contexts	6	3
24	T/503/4861	Using mathematics: academic subjects	6	3

25	M/503/5376	Action learning to support development of subject specific	15	5
26	T/503/5380	Action research	15	5
27	F/505/0187	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	6	3
28	M/505/1089	Delivering employability skills	6	4
29	H/505/1090	Developing, using and organising resources in a specialist area	15	5
30	Y/503/5310	Effective partnership working in the learning and teaching context	15	4
31	Y/503/5789	Equality and diversity	6	4
32	K/505/1091	Evaluating learning programmes	3	4
33	L/503/5384	Inclusive practice	15	4
34	J/505/0188	Preparing for the coaching role	3	4
35	L/505/0189	Preparing for the mentoring role	3	4
36	T/505/1093	Preparing for the personal tutoring role	3	4
37	L/504/0231	Principles and practice of lip reading teaching	12	4
38	R/504/0229	Specialist delivery techniques and activities	9	4
39	J/505/1096	Teaching in a specialist area	15	4
40	Y/505/1099	Understanding and managing behaviours in a learning environment	6	4
41	L/505/1102	Understanding and managing behaviours in a learning environment	6	5
42	D/505/1105	Working with the 14-19 age range in education and training	9	4

## 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.

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.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.3 Explain ways to promote equality and value diversity
	1.4 Explain why it is important to identify and meet individual learner needs
2 Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment
	2.2 Explain why it is important to promote appropriate behaviour and respect for others
3 Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals
	3.2 Explain the boundaries between the teaching role and other professional roles
	3.3 Describe points of referral to meet the individual needs of learners

## Component 2: Delivering education and training

Component Reference Number: M/505/0122

Level: 4

Credit: 6

GL: 24

### Component Summary

The purpose of the component is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

### Assessment Guidance

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

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
	1.2 Create an inclusive teaching and learning environment
	1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
2 Be able to communicate with learners and other learning professionals to promote learning and progression	2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism
	2.2 Use communication methods and media to meet individual learner needs
	2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression
3 Be able to use technologies in delivering inclusive teaching and learning	3.1 Analyse benefits and limitations of technologies used in own area of specialism
	3.2 Use technologies to enhance teaching and meet individual learner needs
4 Be able to implement the minimum core when delivering inclusive teaching and learning	4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning
	4.2 Apply minimum core elements in delivering inclusive teaching and learning

5 Be able to evaluate own practice in delivering inclusive teaching and learning	5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others
	5.2 Identify areas for improvement in own practice in meeting the individual needs of learners

## Component 3: Using resources for education and training

Unit Reference Number: L/505/0127

Level: 4

Credit: 3

GL: 15

### Component Summary

The purpose of the component is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

### Assessment Guidance

Simulation is not permitted. There is a requirement to observe and assess practice in this component. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to use resources in the delivery of inclusive teaching and learning	1.1 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
	1.2 Use resources to promote equality, value diversity and meet the individual needs of learners
	1.3 Adapt resources to meet the individual needs of learners
2 Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning
	2.2 Apply minimum core elements when using resources for inclusive teaching and learning
3 Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1 Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others
	3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners



## Component 4: Assessing learners in education and training

Component Reference Number: F/505/0125

Level: 4  
Credit: 6  
GL: 24

### Component Summary

The purpose of the component is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.

### Assessment Guidance

Simulation is not permitted. There is a requirement to observe and assess practice in this component. To be eligible for the award of credit for this component, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to use types and methods of assessment to meet the needs of individual learners	1.1 Explain the purposes of types of assessment used in education and training
	1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
	1.3 Use types and methods of assessment to meet the individual needs of learners
	1.4 Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning
	1.5 Use questioning and feedback to contribute to the assessment process
2 Be able to carry out assessments in accordance with internal and external requirements	2.1 Identify the internal and external assessment requirements and related procedures of learning programmes
	2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
	2.3 Conduct assessments in line with internal and external requirements
	2.4 Record the outcomes of assessments to meet internal and external requirements
	2.5 Communicate assessment information to other professionals with an interest in learner achievement

3 Be able to implement the minimum core when assessing learners	3.1 Analyse ways in which minimum core elements can be demonstrated in assessing learners
	3.2 Apply minimum core elements in assessing learners
4 Be able to evaluate own assessment practice	4.1 Review the effectiveness of own assessment practice, taking account of the views of learners and others
	4.2 Identify areas for improvement in own assessment practice

## Component 5: Planning to meet the needs of learners in education and training

Component Reference Number: A/505/1189

Level: 4

Credit: 3

GL: 15

### Component Summary

The purpose of the component is to enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core in planning inclusive teaching and learning.

### Assessment Guidance

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

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
	1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners
	1.3 Record learners' individual learning goals
2 Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1 Devise a scheme of work in accordance with internal and external requirements
	2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements
	2.3 Explain how own planning meets the individual needs of learners
	2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
	2.5 Identify opportunities for learners to provide feedback to inform inclusive practice
3 Be able to implement the minimum core in planning inclusive teaching and learning	3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning
	3.2 Apply minimum core elements in planning inclusive teaching and learning
4 Be able to evaluate own practice when planning inclusive teaching and learning	4.1 Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
	4.2 Identify areas for improvement in own planning 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.

# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

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

**Telephone:** 01530 836662

**Email:** [info@futurequals.com](mailto:info@futurequals.com)

[www.futurequals.com](http://www.futurequals.com)

[www.futurequals.com](http://www.futurequals.com)