



FAQ LEVEL 3 AWARD IN
EDUCATION AND
TRAINING

OVERVIEW SPECIFICATION

Qualification Numbers: **601/0129/5 and C00/0582/9**

Qualification Reference: **L3AET**



FutureQuals[®]



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Document Details and Version History

Document Details	
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New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provides approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 3 Award in Education and Training Overview Qualification Specification**.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We therefore reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 3 Award in Education and Training
Qualification Level:	3
Qualification Product Code:	L3AET
Qualification Number:	601/0129/5
Qualification Type:	RQF
Regulated by:	Ofqual and CCEA

Purpose and Aims

The purpose of the **FAQ Level 3 Award in Education and Training** is to provide Learners with an introduction to the skills, knowledge and understanding required to work in the teaching profession. It includes the roles, responsibilities and relationships in education and training, inclusive teaching and learning approaches, how to facilitate learning and development and the principles and practices of assessment.

This qualification forms part of the FutureQuals Education, Training and Assessing Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **12**

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

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

Registration Length: **6 months**

Qualification Fees

Please visit our website for information on registration fees, applicable assessment resit fees or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 3 Award in Education and Training** may be eligible for public funding, as determined by the Department for Education (DfE) and the Department for the Economy in Northern Ireland.

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 3 Award in Education and Training**, Learners must meet the rules of combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Component					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	12	3

Group O1 - Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
2	D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	6	24	3
3	J/502/9549	Facilitate learning and development for individuals	6	25	3
4	F/502/9548	Facilitate learning and development in groups	6	25	3

Group O2 - Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
5	R/505/0050	Understanding assessment in education and training	3	12	3
6	D/601/5313	Understanding the principles and practices of assessment	3	24	3

Rules of Combination - Learners must achieve a minimum of 12 credits. They must complete the single Component in *Group M - Mandatory Components* (3 credits), one Component from *Group O1 - Optional Components* (6 credits) and one Component from *Group O2 - Optional Components* (3 credits).

Barred Components - There are no barred Components in this qualification.

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to present evidence demonstrating how they have met the learning outcomes and assessment criteria.

Method of Assessment

Method of assessment: Portfolio of evidence.

The following assessment methods and materials, developed by FutureQuals, **must** be used for assessment of the **FAQ Level 3 Award in Education and Training**:

- *FAQ Level 3 Award in Education and Training Evidence Log*

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

Detailed information relating to Component-specific assessments and assessment methods for the **FAQ Level 3 Award in Education and Training** can be found within the relevant Component specification of the full qualification specification.

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here:

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

Any qualification-specific assessment principles and requirements are either reproduced in this specification or set out in the external guidance referenced in this specification.

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

Grading

The overall qualification is graded as a Pass or Fail.

Qualification Resources

Learning Resources, Assessments and Sample Assessments

In support of delivering the **FAQ Level 3 Award in Education and Training**, FutureQuals has created the following resources and sample assessments:

- *FAQ Level 3 Award in Education and Training Overview Qualification Specification*
- *FAQ Level 3 Award in Education and Training Full Qualification Specification*
- *FAQ Level 3 Award in Education and Training Evidence Log*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and the evidence log.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 19 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is a Centre's responsibility to confirm the identity of a Learner as part of its registration process and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a 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 or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals requires that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals evidence log, the same information must be captured as in the FutureQuals-issued evidence log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Certificate Verification

All of our paper certificates and e-certificates now contain a unique QR code, either printed or embedded.

The authenticity of a certificate can be securely verified using the FutureQuals Secure Online Verification Service, which can be accessed via our website or by following this direct link:

<https://qmis.futurequals.com/Certification/CertificateValidator/FindCertificateToValidate>

Requalification

Once awarded, the **FAQ Level 3 Award in Education and Training** certificate does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information.

Progression Opportunities

This qualification can support progression to the FAQ Level 4 Certificate in Education and Training and FAQ Level 5 Diploma in Teaching (FE and Skills).

Centre Requirements and Information

Legal Requirements

Approved Centres are responsible for ensuring that:

- the learning environment is safe for all Learners; risk assessments are in place and health and safety is responsibly managed
- all aspects of GDPR are met
- Learners are able to progress in a respectful environment, free from bullying and harassment
- all safeguarding requirements are met
- all Learners are told how to find and use their Centre's safeguarding, data protection, equality and diversity and appeals policies/processes/procedures.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Award in Education and Training**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

Component Specifications – Mandatory Component

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

Component Reference Number: H/505/0053

Credit Value: 3

GL: 12 hours

Level: 3

Component Summary

The purpose of this Component is to enable Learners 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 is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs). It must be assessed in line with [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the teaching role and responsibilities in education and training	Teaching roles and responsibilities
	Legislation, regulatory requirements and codes of practice
	Promoting equality and valuing diversity
	Meeting individual Learner needs
2. Understand ways to maintain a safe and supportive learning environment	Maintaining a safe and supportive learning environment
	Promoting appropriate behaviour and respect
3. Understand the relationships between teachers and other professionals in education and training	Working with other professionals
	Role boundaries
	Points of referral to support Learner needs

Component Specifications – Group O1 Optional Components

Component 2: Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Component Reference Number: D/505/0052

Credit Value: 6

GL: 24 hours

Level: 3

Component Summary

The aim of this Component is to provide Learners with the skills and knowledge to understand and use inclusive teaching and learning approaches in education and training.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs). It must be assessed in line with [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

There is a requirement to undertake microteaching for assessment purposes. A trainee teacher must be involved in at least one hour of microteaching and must deliver at least one 15-minute microteaching session that is observed and assessed. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand inclusive teaching and learning approaches in education and training	Features of inclusive teaching and learning
	Comparing approaches in own area of specialism
	Importance of developing English, mathematics, ICT and wider skills
2. Understand ways to create an inclusive teaching and learning environment	Importance of an inclusive teaching and learning environment
	Selecting approaches, resources and assessment methods to meet individual needs
	Engaging and motivating Learners

	Establishing ground rules
3. Be able to plan inclusive teaching and learning	Planning inclusive teaching and learning
	Justifying selection of approaches, resources and assessment methods
4. Be able to deliver inclusive teaching and learning	Using approaches, resources and assessment methods to meet individual needs
	Communicating to meet Learner needs
	Providing constructive feedback
5. Be able to evaluate the delivery of inclusive teaching and learning	Reviewing effectiveness of delivery
	Identifying areas for improvement

Component 3: Facilitate Learning and Development for Individuals

Component Reference Number: J/502/9549

Credit Value: 6

GL: 25 hours

Level: 3

Component Summary

The aim of this Component is to assess a learning and development Practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs). It must be assessed in line with [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

The Component assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this Component.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles and practices of one-to-one learning and development	Purposes of one-to-one learning and development
	Factors affecting facilitation to meet individual needs
	Methods for facilitating individual learning
	Managing risks and safeguarding individuals
	Overcoming individual barriers to learning
	Monitoring Learner progress
	Adapting delivery to meet individual needs
	Clarifying facilitation methods with Learners

2. Be able to facilitate one-to-one learning and development	Implementing learning and development activities
	Managing risks and safeguarding during delivery
3. Be able to assist individual Learners in applying new knowledge and skills in practical contexts	Creating opportunities to apply learning
	Benefits of applying new knowledge and skills
4. Be able to assist individual Learners in reflecting on their learning and/or development	Benefits of self-evaluation
	Reviewing Learner responses to learning
	Identifying future learning and development needs

Component 4: Facilitate Learning and Development in Groups

Component Reference Number: F/502/9548

Credit Value: 6

GL: 25 hours

Level: 3

Component Summary

The aim of this Component is to assess a learning and development Practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs). It must be assessed in line with [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

The Component assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this Component.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles and practices of learning and development in groups	Purposes of group learning and development
	Group dynamics in learning delivery
	Methods for facilitating group learning
	Managing risks and safeguarding
	Overcoming barriers to group learning
	Monitoring individual progress within groups
2. Be able to facilitate learning and development in groups	Adapting delivery based on Learner feedback
	Clarifying facilitation methods with group members

	Implementing learning and development activities
	Managing risks to group and individual learning
3. Be able to assist groups to apply new knowledge and skills in practical contexts	Opportunities to apply new knowledge and skills
	Providing feedback to improve application of learning
4. Be able to assist Learners to reflect on their learning and development undertaken in groups	Supporting Learner self-evaluation
	Reviewing Learner responses to group learning
	Identifying future learning and development needs

Component Specifications – Group O2 Optional Components

Component 5: Understanding Assessment in Education and Training

Component Reference Number: R/505/0050

Credit Value: 3

GL: 12 hours

Level: 3

Component Summary

The purpose of this Component is to enable Learners to understand how different types and methods of assessment are used in education and training. It includes ways to involve Learners in assessment and requirements for record keeping.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs). It must be assessed in line with [The Education and Training Foundation: Guidance for Qualifications in Education and Training](#).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand types and methods of assessment used in education and training	Purposes of assessment types
	Characteristics of assessment methods
	Strengths and limitations of assessment methods
	Adapting assessment methods to meet individual Learner needs
2. Understand how to involve Learners and others in the assessment process	Importance of involving Learners and others
	Peer and self-assessment
	Information for Learners and others in the assessment process
3. Understand the role and use of constructive feedback in the assessment process	Features of constructive feedback
	Role of feedback in the assessment process
	Giving feedback to Learners
4. Understand requirements for keeping records of assessment in education and training	Importance of assessment record keeping
	Organisational requirements for record keeping

Component 6: Understanding the Principles and Practices of Assessment

Component Reference Number: D/601/5313

Credit Value: 3

GL: 24 hours

Level: 3

Component Summary

The purpose of this Component is to assess knowledge of the principles and practices of assessment in a learning and development context.

Relationship to Apprenticeship Standards/Certificate/National Occupational Standards

Learning and Development NOS Standard 9: Assess Learner achievement.

Assessment Guidance

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

All learning outcomes in this Component must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the principles and requirements of assessment	Assessment in learning and development
	Concepts and principles
	Assessor responsibilities
	Regulations and requirements
2. Understand different types of assessment method	Strengths and limitations of assessment methods
3. Understand how to plan assessment	Factors when planning assessment
	Benefits of a holistic approach to assessment
	Plan a holistic approach
	Risks involved in assessment
	Minimise risks through planning
4. Understand how to involve Learners and others in assessment	Involving Learners and others in the assessment process
	Information available to Learners and others

	Peer and self-assessment
	Adapting assessment arrangements
5. Understand how to make assessment decisions	Judging evidence
	Ensure validity of assessment decisions
6. Understand quality assurance of the assessment process	Importance of quality assurance
	Quality assurance and standardisation procedures
	Procedures concerning assessment disputes
7. Understand how to manage information relating to assessment	Procedures for information management
	Feedback and questioning
8. Understand the legal and good practice requirements in relation to assessment	Legal issues, policies and procedures
	Contribution of technology
	Equality, diversity and bilingualism
	Reflective practice and continuing professional development

Enquiries

Contact Us

Any enquiries relating to this qualification should be addressed to:

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

Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at AO@futurequals.com or call us on 01530 836662.



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