

FDQ - Qualification Specification

FDQ number	Qualification title	Qualification number (QN)	EQF Level	Review date
141-206	FDQ Level 3 Award in Workplace Training Provision	601/2473/8	4	31/01/2027

Qualification Purpose

This qualification is designed for those who are involved in the provision of workplace training both on and off the job. It contains an underpinning knowledge unit and then learners have the opportunity to choose between skills units focussing on on-the-job training, off-the-job training and training coordination skills.

Ofqual purpose B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area. Sub purpose B2. Develop knowledge and/or skills in a subject area

Learners need to be 16 years old or over to take this qualification. Learners do not require any prior qualifications or units or food skills experience to take this qualification. The qualification assesses and recognises competent achievement within the workplace.

This qualification is an award requiring achievement of 6 credits, graded at pass/fail.

See below for: (i) a complete list of units that make up the qualification and their value within the qualification and (ii) the minimum and maximum Credits, Guided Learning Hours and Total Qualification Time.

Qualification support

This qualification has been recognised for confirming occupational competence and is supported by the Food Training and Education Council.

Further Information

Further information can be obtained from our website at: <http://www.fdq.org.uk>

Or by contacting FDQ:

Tel: 0113 859 1266

Email: fdq@fdq.org.uk

Assessment

Occupational skills (OS) units are designed to assess the learner's applied skills required to demonstrate competent performance in the workplace in a defined role. Assessment of this qualification is by learner portfolio of achievement. Evidence of performance can be supplemented by other assessment evidence e.g. witness testimony, work-related questioning, workplace documentation, photographic evidence and professional discussion.

Other assessment methods may be used to assess occupational knowledge (OK) and underpinning knowledge (UK) requirements including e-assessment, multiple-choice examination and assignment. Assessment requirements are set out in individual units of assessment, see exemplar *Y/505/9414 Demonstrate off-the-job workplace training skills*.

Reasonable adjustments apply that allow learner support for oral or other assessment adjustment arrangements to meet learner needs. All assessment activity is subject to internal quality assurance.

FDQ has in place a quality system comprising policies and procedures to ensure its qualifications are developed, delivered and remain fit for purpose. FDQ externally quality assures all centre assessment and internal quality assurance quality and arrangements.

Rules of Combination (RoC)

FDQ Level 3 Award in Workplace Training Provision	
Total credits required for qualification	6
Total Qualification Time (TQT)	60 hours
Mandatory unit (Group A)	Mandatory 3 credits
Mandatory units (Group B)	Mandatory 3 – 9 credits
Guided Learning Hours Range (min-max)	40-72 hours

List of units

Unit ref	Unit type	Unit title	Level	Credit	GLH
Group A Mandatory unit					
R/505/9413	UK	Principles of providing workplace training	3	3	24
Group B Mandatory units					
Y/505/9414	VS	Demonstrate off-the-job workplace training skills	3	3	16
D/505/9415	VS	Demonstrate on-the-job workplace training skills	3	3	16
H/505/9416	VS	Demonstrate workplace training co-ordination skills	3	3	16

Exemplar unit of assessment

Title	Demonstrate off-the-job workplace training skills				
Ofqual unit ref	Y/505/9414				
Level	3	Credit value	3	GLH	16
Learning outcomes	Assessment criteria				
The learner will:	The learner can:				
1. Plan and design an off-the-job workplace training session	1.1 Identify off-the-job training needs of learners in accordance with workplace requirements 1.2 Determine the ground rules for providing off-the-job training 1.3 Develop an icebreaker and energizer exercise that can be used in off-the-job training 1.4 Set learning objectives for off-the-job training that are • specific • measurable • achievable • realistic • time-bound 1.5 Develop a lesson plan for off-the-job training that meets both group and individual learner needs.				
2. Identify and prepare resources for an off-the-job workplace training session	2.1 Develop a fit for purpose training audit or checklist 2.2 Identify and select the relevant resources to support off-the-job training				

	2.3 Prepare resources in accordance with the requirements of a lesson plan for off-the-job training.
3. Deliver an off-the-job workplace training session	3.1 Ensure that learners understand the learning objectives of the off-the-job training 3.2 Engage learners in a positive off-the-job training environment 3.3 Deal with learners' questions effectively and provide feedback where appropriate 3.4 Use training resources effectively 3.5 Deliver inclusive off-the-job training in accordance with learning objectives and the lesson plan.
4. Evaluate an off-the-job workplace training session provided by self and others	4.1 Self-evaluate an off-the-job training session 4.2 Evaluate an off-the-job training session provided by a workplace colleague and provide feedback 4.3 Receive feedback on own off-the-job training provision.
Additional information about the unit	
Unit purpose and aim(s)	This unit supports workforce and/or vocational development for those who need to demonstrate off-the-job workplace training skills. The unit is designed for use primarily by trainers, team leaders or managers, and others who provide off-the-job training as part of their work role.

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit is designed to assess the skills of learners in the provision of off-the-job workplace training. It can be assessed in the learning environment. The learner must demonstrate their skills to meet all assessment criteria, to the standards required by managed and structured employer training arrangements in businesses. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of skills.
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