



Level 2 Diploma in
TEAM LEADING

Qualification Specification

Qualification recognition number: 601/3853/1

Qualification Reference: L2DTL

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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 <http://www.futurequalsquals.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 **Level 2 Diploma in Team Leading**. 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

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this Level 2 Diploma in Team Leading is to provide the learner who intends to develop and gain formal recognition of their knowledge, understanding and competence of leading teams. The qualification is generic, so it is suitable for individuals working or with access to work, in a variety of roles in which leadership is a core component.

The Total Qualification Time (TQT) for this qualification is: 400

Guided Learning (GL) for this qualification is: 206 hours

Minimum credits required to achieve the qualification: 40

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. 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 (Or add in reference to assessment strategy/principles, any other qualifications the learner or prior knowledge and skills a learner is required to have/completed before taking the qualification).

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> 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 and Department of Education 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.delni.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 Level 2 Diploma in Team Leading has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 3 Diploma in Management and the FAQ Level 4 Diploma in Management and Leadership.

2.4 Assessment Principles

The Level 2 Diploma in Team Leading must be assessed according to the Instructus Assessment Principles and Strategies.

2.5 Qualification Structure

To achieve the Level 2 Diploma in Team Leading learners must complete a minimum of 40 credits: 22 credits from Mandatory Group M and a minimum of 12 credits from Optional Group 1. A maximum of 6 credits can come from Optional Group 2.

At least 40 of the credits must be achieved at Level 2 or above.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	L/506/1788	Manage personal performance and development	4	2
2	T/506/1798	Communicate work-related information	4	2
3	H/506/1800	Lead and manage a team	5	2
4	R/506/2294	Principles of team leading	5	2
5	R/506/2957	Understand business	4	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
R/506/1789	Develop working relationships with colleagues	3	2
J/506/1806	Principles of equality and diversity in the workplace	2	2
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3
A/506/1821	Manage team performance	4	3
J/506/1921	Manage individuals' performance	4	3
Y/506/1924	Chair and lead meetings	3	3

URN	Component Name	Credit Value	Level
K/506/1927	Manage conflict within a team	5	3
M/506/1928	Procure products and/or services	5	3
M/506/1931	Collaborate with other departments	3	3
F/506/1934	Participate in a project	3	3
J/506/2292	Encourage innovation	4	3
Y/506/2958	Contribute to meetings in a business environment	3	2

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level
T/505/4673	Health and Safety Procedures in the Workplace	2	2
R/506/1811	Store and retrieve information	4	2
D/506/1813	Handle mail	3	2
L/506/1905	Employee rights and responsibilities	2	2
A/506/2130	Deliver customer service	5	2
F/506/2131	Understand customers	2	2
A/506/2158	Resolve customer service problems	5	2
H/506/1912	Negotiate in a business environment	4	3
K/506/1913	Develop a presentation	3	3
M/506/1914	Deliver a presentation	3	3
R/506/2151	Resolve customers' complaints	4	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

1.1 The Management & Leadership Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Management & Team Leading NVQs / SVQs and competence-based qualifications.

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Management & Team Leading NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations will regularly carry out standard risk assessments in each Management & Team Leading NVQ / SVQ and competence-based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Management & Team Leading NVQ / SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations will supply the Skills CFA with quarterly reports on:

- Registration and achievement data at qualification level, and component level where available

3.1 Assessment of all components at any level of Management & Team Leading NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Components which have been imported by Skills CFA in their Management & Team Leading NVQs / SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies.

4.1 Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from the awarding organisation for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

¹ **Occupational expertise to assess performance, and moderate and verify assessments**

- a. **Assessors, moderators or verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification;

OR

- b. A **trainer, supervisor or manager**, elected by an employer, who must either:
- Have achieved, or be working towards achieving, appropriate regulatory body approved component qualifications for assessment, moderation or verification; **OR**
 - Seek guidance and approval from their awarding organisation to demonstrate that the;
 - 1) Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
 - 2) Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

- 5.2 **Assessors** must be occupationally competent to make Management & Team Leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.
- 5.3 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Management & Team Leading moderation and verification judgements about the quality of assessment and the assessment process.
- 5.4 Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Management & Team Leading assessment centres.
- 5.5 Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Management & Team Leading competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management & Team Leading



3.2 Component Specifications

Component 1: Manage personal performance and development

Component Reference Number: L/506/1788

Level: 2

Credit: 4

GL: 20

Component Summary

This component aims to develop the knowledge and skills required to manage personal performance and development. Upon completion of this component, learners will be able to manage their own performance, time and workload. They will also be able to identify their own development needs and fulfil a personal development plan

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

- CFAM&LAA1 Manage yourself

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
	1.2 Agree criteria for measuring progress and achievement with line manager
	1.3 Complete tasks to agreed timescales and quality standards
	1.4 Report problems beyond their own level of competence and authority to the appropriate person
	1.5 Take action needed to resolve any problems with personal performance
2 Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques
	2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3 Explain the benefits of achieving an acceptable “work-life balance”
3 Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development
	3.2 Explain the need to maintain a positive attitude to feedback on performance
	3.3 Explain the potential business benefits of personal development
	3.4 Identify their own preferred learning style(s)

	3.5 Identify their own development needs from analyses of the role, personal and team objectives
	3.6 Use feedback from others to identify their own development needs
	3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4 Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	4.2 Make use of formal development opportunities that are consistent with business needs
	4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4 Review progress against agreed objectives and amend plans accordingly
	4.5 Share lessons learned with others using agreed communication methods

Component 2: Communicate work-related information

Component Reference Number: T/506/1798

Level: 2
Credit: 4
GL: 23

Component Summary

This component aims to develop the knowledge and skills required to communicate work-related information, and introduce learners to the key principles and techniques of work-related communication. Upon completion of this component, learners will be able to communicate work-related information both verbally and in writing.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

- CFAM&LEC4 Communicate information and knowledge

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles and techniques of work-related communication	1.1 Describe communication techniques used to gain and maintain the attention and interest of an audience
	1.2 Explain the principles of effective written business communications
	1.3 Explain the principles of effective verbal communications in a business environment
	1.4 Describe the importance of checking the accuracy and currency of information to be communicated
	1.5 Describe the importance of explaining to others the level of confidence that can be placed on the information being communicated
	1.6 Describe the advantages and disadvantages of different methods of communication for different purposes
2 Be able to communicate work-related information verbally	2.1 Identify the information to be communicated
	2.2 Confirm that the audience is authorised to receive the information
	2.3 Provide accurate information, using appropriate verbal communication techniques
	2.4 Communicate in a way that the listener can understand, using language that is appropriate to the topic
	2.5 Confirm that the listener has understood what has been communicated

3 Be able to communicate work-related information in writing	3.1 Identify the information to be communicated
	3.2 Provide accurate information using the appropriate written communication methods and house styles
	3.3 Adhere to any organisational confidentiality requirements when communicating in writing
	3.4 Use correct grammar, spelling, sentence structure and punctuation, using accepted business communication principles and formats
	3.5 Justify opinions and conclusions with evidence

Component 3: Lead and manage a team

Component Reference Number: H/506/1800

Level: 2

Credit: 5

GL: 25

Component Summary

This component aims to develop the knowledge and skills required to lead and manage teams. Upon completion of this component, learners will be able to engage and support team members, manage team performance and deal with problems arising within a team.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

- CFAM&LBA3 Lead your team

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to engage and support team members	1.1 Explain organisational policies, procedures, values and expectations to team members
	1.2 Communicate work objectives, priorities and plans in line with operational requirements
	1.3 Explain the benefits of encouraging suggestions for improvements to work practices
	1.4 Provide practical support to team members facing difficulties
	1.5 Explain the use of leadership techniques in different circumstances
	1.6 Give recognition for achievements, in line with organisational policies
	1.7 Explain different ways of motivating people to achieve business performance targets
2 Be able to manage team performance	2.1 Allocate responsibilities making best use of the expertise within the team
	2.2 Agree with team member(s) specific, measurable objectives (SMART) in line with business needs
	2.3 Provide individuals with resources to achieve the agreed objectives
	2.4 Monitor individuals' progress, providing support and feedback to help them achieve their objectives
	2.5 Explain techniques to monitor individuals' performance
	2.6 Report on team performance in line with organisational requirements
3 Be able to deal with problems within a team	3.1 Assess actual and potential problems and their consequences

	3.2 Report problems beyond the limits of their own competence and authority to the right person
	3.3 Take action within the limits of their own authority to resolve or reduce conflict
	3.4 Adapt practices and processes as circumstances change

Component 4: Principles of team leading

Component Reference Number: R/506/2294

Level: 2

Credit: 5

GL: 37

Component Summary

This component aims to develop knowledge and understanding required to lead a team. Upon completion of this component, learners will have developed an understanding of key team leading principles, including leadership styles, team dynamics and team motivation. Learners will also develop an understanding of techniques used to manage the work of teams and the impact of change management within a team.

Relationship to Occupational Standards

- CFAM&LBA3 Lead your team

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand leadership styles in organisations	1.1 Describe characteristics of effective leaders
	1.2 Describe different leadership styles
	1.3 Describe ways in which leaders can motivate their teams
	1.4 Explain the benefits of effective leadership for organisations
2 Understand team dynamics	2.1 Explain the purpose of different types of teams
	2.2 Describe the stages of team development and behaviour
	2.3 Explain the concept of team role theory
	2.4 Explain how the principle of team role theory is used in team building and leadership
	2.5 Explain typical sources of conflict within a team and how they could be managed
3 Understand techniques used to manage the work of teams	3.1 Explain the factors to be taken into account when setting targets
	3.2 Describe a range of techniques to monitor the flow of work of a team
	3.3 Describe techniques to identify and solve problems within a team
4 Understand the impact of change management within a team	4.1 Describe typical reasons for organisational change
	4.2 Explain the importance of accepting change positively
	4.3 Explain the potential impact on a team of negative responses to change
	4.4 Explain how to implement change within a team

5 Understand team motivation	5.1 Explain the meaning of the term “motivation”
	5.2 Explain factors that affect the level of motivation of team members
	5.3 Describe techniques that can be used to motivate team members
	5.4 Explain how having motivated staff affects an organisation

Component 5: Understand business

Component Reference Number: R/506/2957

Level: 2

Credit: 4

GL: 32

Component Summary

This component aims to develop knowledge and understanding regarding business and introduces learners to the key principles underpinning business. Upon completion of this component, learners will have developed an understanding of the business environment and organisational structures. Learners will also develop an awareness of business planning and finance within an organisation, the management responsibilities and accountabilities within an organisation and business reporting within an organisation.

Relationship to Occupational Standards

- CFAM&LBA4 Evaluate your organisation's operating environment
- CFAM&LBA6 Develop strategic business plans
- CFAM&LEA3 Manage the use of financial resources
- CFAM&LEA4 Manage budgets

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand organisational structures	1.1 Explain the differences between the private sector, the public sector and the voluntary sector
	1.2 Explain the features and responsibilities of different business structures
	1.3 Explain the relationship between an organisation's vision, mission, strategy and objectives
2 Understand the business environment	2.1 Describe the internal and external influences on a business
	2.2 Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis
	2.3 Explain why change can be beneficial to business organisations
	2.4 Explain organisations' health and safety responsibilities
	2.5 Describe sustainable ways of working
	2.6 Explain how legislation affects the management and confidentiality of information
3 Understand the principles of business planning and finance within an organisation	3.1 Explain the purpose, content and format of a business plan
	3.2 Explain the business planning cycle
	3.3 Explain the purpose of a budget
	3.4 Explain the concept and importance of business risk management

	3.5 Explain types of constraint that may affect a business plan
	3.6 Define a range of financial terminology
	3.7 Explain the purposes of a range of financial reports
4 Understand business reporting within an organisation	4.1 Explain methods of measuring business performance
	4.2 Explain the uses of management information and reports
	4.3 Explain how personal and team performance data is used to inform management reports
	4.4 Describe a manager's responsibility for reporting to internal stakeholders
5 Understand the principles of management responsibilities and accountabilities within an organisation	5.1 Explain the principle of accountability in an organisation
	5.2 Explain the difference between 'authority' and 'responsibility'
	5.3 Explain the meaning of delegated levels of authority and responsibility

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 should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should 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 Learners 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 learners 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 assessors decision (including the signature and date to evidence completion assessment) and the learners 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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