FutureQuals®
INSPIRING LEARNING AND SKILLS

FAQ Level 5 Diploma in
EDUCATION AND TRAINING

Qualification Specification

Qualification Recognition Number: 601/0580/X
Qualification Reference: L5DET

www.futurequals.com

Version Control Information

Document details	
Document name	FAQ Level 5 Diploma in Education and Training – Specification 601/0580/X
Purpose of document	Qualification specification, Component contents, assessment guidelines and information for centres.
Change applied to existing version	L5DET_V3_12/07/2019
Document owner	Product Development Team

Version history			
New version number after amendment	**Date amended**	**Section**	**Details of change/s**
L5DET_V2_07/03/2019	07/03/2019	Section 2, Section 3.1	The landing page for the original links to the Education and Training Foundation web site had changed, links have now been updated.
L5DET_V3_12/07/2019	July 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.
L4DET V4.0 15/10/2021	October 2021	Throughout	Formatting and generic information updated to latest FutureQuals specification template
		Section 2.5 (Rules of Combination)	A minimum of 61 credits must be at Level 5 or above
		Section 2.6 (Barred Components)	Section removed
		Section 3 (Components)	Optional Components added

Contents

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 5 Diploma 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 copyrighted but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

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

Tel: 01530 836662
E-mail: qualifications@futurequals.com
Website: https://www.futurequals.com/

Section Two

Qualification Information

2.1 Outline of Qualification

Purpose and Aims

The purpose of this **FAQ Level 5 Diploma in Education and Training** is to provide the learner with the skills, knowledge and understanding required to develop their practical teaching skills in order to work in a wide range of placements.

FAQ Level 5 Diploma in Education and Training
The Total Qualification Time (TQT) for this qualification is: 1200 hours
Guided Learning (GL) for this qualification is: 360 hours
Minimum credits required to achieve the qualification: 120, of which 61 must be at Level 5

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).

Assessment must be undertaken in line with the requirements set out 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. The overall qualification is graded as pass or fail.

Entry Guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification however, 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.

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

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 5 Diploma in Education and Training can support progression into employment as a teacher or trainer and support further learning opportunities including, Bachelor of Arts (BA) or Bachelor of Science (BSc) with Qualified Teacher Status (QTS).

2.4 Assessment Principles

The FAQ Level 5 Diploma 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 the FAQ Level 5 Diploma in Education and Training learners must achieve a minimum of 120 credits. They must complete 4 Components from the mandatory Components in Group M (75 credits) and achieve 45 credits from Group O1. A minimum of 61 credits must be at Level 5.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	H/505/0912	Teaching, learning and assessment in education and training	20	4
2	R/505/0923	Developing teaching, learning and assessment in education and training	20	5
3	A/505/0818	Theories, principles and models in education and training	20	5
4	J/505/0837	Wider professional practice and development in education and training	15	5

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level

5	M/503/5376	Action learning to support development of subject specific pedagogy	15	5
6	T/503/5380	Action research	15	5
7	M/505/1089	Delivering employability skills	6	4
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	H/505/1090	Developing, using and organising resources in a specialist area	15	5
11	Y/503/5310	Effective partnership working in the learning and teaching context	15	4
12	D/502/9556	Engage with employers to facilitate workforce development	6	4
13	Y/503/5789	Equality and diversity	6	4
14	K/505/1091	Evaluating learning programmes	3	4
15	H/502/9543	Identify the learning needs of organisations	6	4
16	L/503/5384	Inclusive practice	15	4
17	A/601/5321	Internally assure the quality of assessment	6	4
18	A/502/9550	Manage learning and development in groups	6	4
19	J/505/0188	Preparing for the coaching role	3	4
20	L/505/0189	Preparing for the mentoring role	3	4
21	T/505/1093	Preparing for the personal tutoring role	3	4
22	L/504/0231	Principles and practice of lip reading teaching	12	4
23	R/504/0229	Specialist delivery techniques and activities	9	4
24	J/505/1096	Teaching in a specialist area	15	4
25	Y/505/1099	Understanding and managing behaviours in a learning environment	6	4
26	L/505/1102	Understanding and managing behaviours in a learning environment	6	5
27	F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	6	4

28	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	4
29	L/505/0791	Literacy and ESOL and the learners	20	5
30	J/505/0790	Literacy and ESOL theories and frameworks	20	5
31	L/505/0774	Literacy and the learners	15	5
32	Y/505/0776	Literacy, ESOL and the learners	15	5
33	J/505/0773	Literacy theories and frameworks	15	5
34	F/505/0786	ESOL and the learners	15	5
35	A/505/0785	ESOL theories and frameworks	15	5
36	J/505/0756	Action learning for teaching in a specialist area of disability	15	5
37	Y/505/0759	Understanding theories and frameworks for teaching disabled learners	15	5
38	K/505/0765	Numeracy and the learners	15	5
39	H/505/0764	Numeracy knowledge and understanding	15	5

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: Teaching, learning and assessment in education and training

Component Reference Number: H/505/0912

Level: 4
Credit: 20
GL: 65

Component Summary

The purpose of the Component is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

Assessment Guidance

The learning outcomes must be assessed in a teaching and learning environment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand roles, responsibilities and relationships in education and training	1.1 Analyse own 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 Analyse the relationships and boundaries between the teaching role and other professional roles
	1.4 Describe points of referral to meet the needs of learners
2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1 Explain why it is important to identify and meet the individual needs of learners
	2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
	2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners
	2.4 Record learners' individual learning goals
3. Be able to plan inclusive teaching and learning	3.1 Devise a scheme of work in accordance with internal and external requirements
	3.2 Design teaching and learning plans which respond to: • the individual goals and needs of all learners; and • curriculum requirements
	3.3 Explain how own planning meets the individual needs of learners

	3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
	3.5 Identify opportunities for learners to provide feedback to inform inclusive practice
4. Be able to create and maintain a safe, inclusive teaching and learning environment	4.1 Explain why it is important to promote appropriate behaviour and respect for others
	4.2 Explain ways to promote equality and value diversity
	4.3 Establish and sustain a safe, inclusive learning environment
5. Be able to deliver inclusive teaching and learning	5.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
	5.2 Analyse benefits and limitations of communication methods and media used in own area of specialism
	5.3 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
	5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
	5.5 Demonstrate ways to promote equality and value diversity in own teaching
	5.6 Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
	5.7 Communicate with learners and learning professionals to meet individual learning needs
6. Be able to assess learning in education and training	6.1 Explain the purposes and types of assessment used in education and training
	6.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
	6.3 Use types and methods of assessment, including peer and self-assessment, to: • involve learners in assessment; • meet the individual needs of learners; • enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and • meet internal and external assessment requirements
	6.4 Use questioning and feedback to contribute to the assessment process
	6.5 Record the outcomes of assessments to meet internal and external requirements

	6.6 Communicate assessment information to other professionals with an interest in learner achievement
7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
	7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1 Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others
	8.2 Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning

Component 2: Developing teaching, learning and assessment in education and training

Component Reference Number: R/505/0923

Level: 5
Credit: 20
GL: 65

Component Summary

The purpose of the Component is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to investigate practice in own area of specialism	1.1 Analyse the application of pedagogical principles in own area of specialism
	1.2 Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism
2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1 Use initial and diagnostic assessments to agree learners' individual goals and learning preferences
	2.2 Devise a scheme of work taking account of: • the needs of learners; • the delivery model; and • internal and external requirements
	2.3 Design teaching and learning plans which take account of: • the individual goals, needs and learning preferences of all learners; and • curriculum requirements
	2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice
	2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment
3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1 Analyse theories of behaviour management
	3.2 Establish and sustain a safe, inclusive learning environment

	3.3 Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management
4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning	4.1 Design resources that: • actively promote equality and value diversity; and • meet the identified needs of specific learners
	4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
	4.3 Demonstrate ways to promote equality and value diversity in own teaching
	4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
	4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication
5. Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1 Design assessments that meet the individual needs of learners
	5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements
	5.3 Demonstrate the use of assessment data in: • monitoring learners' achievement, attainment and progress; • setting learners' targets; • planning subsequent sessions; and • recording the outcomes of assessment
	5.4 Communicate assessment information to other professionals with an interest in learner achievement
	5.5 Explain how own assessment practice has taken account of theories, models and principles of assessment
6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
	6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning	7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning
	7.2 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning

Component 3: Theories, principles and models in education and training

Component Reference Number: A/505/0818

Level: 5
Credit: 20
GL: 60

Component Summary

The purpose of the Component is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the application of theories, principles and models of learning in education and training	1.1 Analyse theories, principles and models of learning
	1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment
	1.3 Analyse models of learning preferences
	1.4 Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment
2. Understand the application of theories, principles and models of communication in education and training	2.1 Analyse theories, principles and models of communication
	2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment
3. Understand the application of theories, principles and models of assessment in education and training	3.1 Analyse theories, principles and models of assessment
	3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning
4. Understand the application of theories and models of curriculum development within own area of specialism	4.1 Analyse theories and models of curriculum development
	4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1 Analyse theories and models of reflection and evaluation
	5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice

Component 4: Wider professional practice and development in education and training

Level: 5
Credit: 15
GL: 50

Component Summary

The purpose of the Component is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand professionalism and the influence of professional values in education and training	1.1 Define the concepts of professionalism and dual professionalism in education and training
	1.2 Explain ways in which professional values influence own practice in own area of specialism
2. Understand the policy context of education and training	2.1 Explain ways in which social, political and economic factors influence education policy
	2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism
3. Understand the impact of accountability to stakeholders and external bodies on education and training	3.1 Explain the roles of stakeholders and external bodies in education and training
	3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training
	3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training
	3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism
4. Understand the organisational context of education and training	4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation
	4.2 Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism
5. Be able to contribute to the quality improvement and quality assurance arrangements of an organisation	5.1 Analyse the quality improvement and quality assurance arrangements of an organisation
	5.2 Explain the function of self-assessment and self-evaluation in the quality cycle

	5.3 Evaluate a learning programme taking account of the quality arrangements of an organisation
	5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation

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 Log 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.

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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