FutureQuals
INSPIRING LEARNING AND SKILLS

FAQ Level 2 Award In

CARDIOPULMONARY RESUSCITATION AND AUTOMATED EXTERNAL DEFIBRILLATION

Qualification Specification

Qualification recognition number: 600/1616/4
Qualification Reference: L2ACRAED

www.futurequals.com

Version Control Information

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L2ACRAED_V2_04/02/2019	February 2019	3.1	Amendment to Assessment Principles.

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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 2 Award Cardiopulmonary Resuscitation and Automated External Defibrillation**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

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

1.3 Complaints

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

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

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

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

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

Tel: 01530 836662

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

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the **FAQ Level 2 Award in Cardiopulmonary Resuscitation and Automated External Defibrillation** is to provide the learner with the skills, knowledge and understanding in the provision of Cardiopulmonary Resuscitation and of the safe use and management of an Automated External Defibrillator.

This qualification enables the learner to provide effective emergency lifesaving first aid care using an AED. This is achieved through the understanding of the BLS/AED algorithm and the responsibilities and treatment principles of AED use.

The Total Qualification Time (TQT) for this qualification is: 10
Guided Learning (GL) for this qualification is: 6 hours
Minimum credits required to achieve the qualification: 1

Suitable for age ranges: 16-18, 19+

Method of assessment:
- observations of learners performing a task
- video or audio
- notes of discussions with assessor(s)
- formal questioning
- knowledge tests.

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

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England https://register.ofqual.gov.uk/, Qualifications Wales in Wales https://www.qiw.wales/, and CCEA Regulation in Northern Ireland http://ccea.org.uk/regulation

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department for the Economy in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;
https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency
https://www.qiw.wales/
https://www.economy-ni.gov.uk/

Alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Re-qualifying

This qualification is valid for 1 year, at which time learners should undertake a requalification by completing the full qualification again. Learners must be assessed against all learning outcomes and assessment criteria in the components.

2.4 Progression

The FAQ Level 2 Award in Cardiopulmonary Resuscitation and Automated External Defibrillation can support progression into a range of first aid related qualifications.

2.5 Assessment Principles

The **FAQ Level 2 Award in Cardiopulmonary Resuscitation and Automated External Defibrillation** must be assessed according to the Assessment Principles for Regulated First Aid Qualifications.

2.6 Qualification Structure

To achieve the FAQ Level 2 Award in Cardiopulmonary Resuscitation and Automated External Defibrillation learners must achieve one credit from the one mandatory component.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/503/1186	Cardiopulmonary Resuscitation and Automated External Defibrillation Skills	1	2

2.7 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.

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.

Assessment Principles for Regulated First Aid Qualifications 2017 Version 6

Introduction

These Assessment Principles have been produced by the First Aid Awarding Organisation Forum (FAAOF) in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation require Awarding Organisations/Bodies meet for the delivery of regulated/accredited qualifications.

Awarding Organisations/Bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

This document relates to First Aid Qualifications including but not limited to:

- **First Aid at Work (FAW)**
- **Emergency First Aid at Work (EFAW)**
- **Paediatric First Aid (PFA)**
- **Emergency Paediatric First Aid (EPFA)**

This document deals with training, assessment, evidence and quality assurance under the following headings:
- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence.

Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

Those involved in the training of these qualifications **must** have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

    i.   Occupational knowledge and competence in first aid - evidenced by:
- Holding a first aid at work qualification/medical registration as detailed in Appendix 1.

    ii.   Knowledge and competency in teaching/training first aid - evidenced by:
- Holding an acceptable teaching/training qualification as detailed in Appendix 2.

AND either:
- Providing an acceptable log of teaching first aid within the last 3 years

or
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor.

Assessors

Those involved in the assessment of these qualifications **must** have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

    i.   Occupational knowledge and competence in first aid - evidenced by:
- Holding a first aid at work qualification/medical registration as detailed in Appendix 1.

    ii.   Knowledge and competency in assessing first aid - evidenced by:
- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2.

AND either:
- Providing an acceptable log of first aid assessments conducted within the last 3 years *or*
- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQAs) **must** have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

    i.   Occupational knowledge and competence in first aid - evidenced by:
- Holding a first aid at work qualification/medical registration as detailed in Appendix 1.

    ii.   Knowledge and competency in internal quality assurance – evidenced by:
- Holding an acceptable internal quality assurance qualification/CPD training as detailed in Appendix 3.

Internal Quality Assurers **must**:
- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

External Quality Assurance

Those involved in the external quality assurance of these qualifications (EQAs) **must** have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

    i.   Occupational knowledge and competence in first aid - evidenced by:
- Holding a first aid at work qualification/medical registration as detailed in Appendix 1.

    ii.   Knowledge and competency in external quality assurance – evidenced by:
- Holding an acceptable external quality assurance qualification as detailed in Appendix 4.

External Quality Assurers **must**:
- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

Assessment and Sources of Evidence

Assessment Centres
Assessment Centres will be responsible for maintaining up-to-date information on trainers, assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation
Simulation is permitted – Each component details what may be simulated.

Assessment
The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All learning outcomes in the component(s) must be achieved. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

Standards of first aid practice

Skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK)

  and
- in other publications; provided that they are supported by a responsible body of medical opinion.

Occupational Knowledge and Competence in First Aid - Appendix 1

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

This may be evidenced by:
- Holding a qualification issued by an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body (or equivalent[1]) as follows:

Qualification delivered:	Minimum qualification to be held by the Trainer/Assessor/IQA/EQA: [1]
First Aid at Work or Emergency First Aid at Work	First Aid at Work
Paediatric First Aid or Emergency Paediatric First Aid	Paediatric First Aid or First Aid at Work

Or
- Current registration as a Doctor with the General Medical Council (GMC)[2]

Or
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)[2]

Or
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)[2].

[1] if the trainer/assessor/IQA/EQA holds a non-regulated first aid qualification the awarding organisation/body should undertake due diligence to ensure current occupational knowledge and competence.

[2] registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

Acceptable Training/Assessing Qualifications - Appendix 2

This list is **not exhaustive** but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train	Assess[*]
CURRENT QUALIFICATIONS *(available for new trainers/assessors to undertake):*		
Level 3 Award in Education and Training	☐	☐
Level 4 Certificate in Education and Training	☐	☐
Level 5 Diploma in Education and Training	☐	☐
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	☐	☐
Cert Ed/PGCE/B Ed/M Ed	☐	☐
SVQ 3 Learning and Development SCQF Level 8	☐	☐
SVQ 4 Learning and Development SCQF Level 9	☐	☐
TQFE (Teaching Qualification for Further Education)	☐	☐
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	☐	☐
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	☐	☐
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	☐	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	☐	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	☐	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		☐
Level 3 Award in Assessing Competence in the Work Environment		☐
Level 3 Award in Assessing Vocationally Related Achievement		☐
Level 3 Award in Understanding the Principles and Practices of Assessment		☐
Level 3 Certificate in Assessing Vocational Achievement		☐
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		☐
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		☐
OTHER ACCEPTABLE QUALIFICATIONS:		
CTLLS/DTLLS	☐	☐
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	☐	☐
Further and Adult Education Teacher's Certificate	☐	☐
IHCD Instructional Methods	☐	☐
IHCD Instructor Certificate	☐	☐
English National Board 998	☐	☐
Nursing mentorship qualifications	☐	☐
NOCN Tutor Assessor Award	☐	☐
S/NVQ level 3 in training and development	☐	☐
S/NVQ level 4 in training and development	☐	☐
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA	☐	☐

Qualification)		
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	▢	
PTLLS (6 credits)	▢	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	▢	
Training Group A22, B22, C21, C23, C24	▢	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		▢
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		▢
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		▢
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		▢
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		▢

*Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training* with an Awarding Organisation/Body.

Qualifications suitable for Internal Quality Assurance - Appendix 3

This list is **not exhaustive** but provides a guide to acceptable IQA qualifications:

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)

NOTE:
IQA's who do not hold a formal IQA qualification may alternatively attend *Internal Quality Assurance CPD Training* with an Awarding Organisation/Body

Qualifications suitable for External Quality Assurance - Appendix 4

This list is **not exhaustive** but provides a guide to acceptable EQA qualifications:

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited)
Regulated qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit)
V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process
Externally Verify the Assessment Process SCQF Level 9 (SQA Unit)

It is understood that not all EQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQA's are following the principles set out in the current Learning and Development NOS 12 *Externally monitor and maintain the quality of assessment*.

3.2 Component Specifications

Component 1: Cardiopulmonary Resuscitation and Automated External Defibrillation Skills

Component Reference Number: J/503/1186

Level: 2
Credit: 1
GL: 6

Component Summary
This component provides the learner with the skills, knowledge and understanding required to provide basic life support.

Assessment Guidance
This component must be assessed in accordance with the First Aid Assessment Principles.
Assessment criteria's 2.1, 2.2, 2.3, 2.4, 2.5 and 4.3 must be assessed in a 'simulated environment.'

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand basic life support requirements	1.1 Describe the principles that underpin basic life support
	1.2 Explain the circumstances under which resuscitation is performed
	1.3 Explain why early intervention is necessary
	1.4 Describe different types of cardiopulmonary arrest
2. Be able to demonstrate basic life support techniques and automated external defibrillator use in line with current national guidelines	2.1 Demonstrate cardiopulmonary resuscitation
	2.2 Demonstrate compression only resuscitation
	2.3 Demonstrate the use of resuscitation barrier devices
	2.4 Demonstrate how to manage a choking casualty
	2.5 Demonstrate the use of an automated external defibrillator
	2.6 Describe the differences when using an automated external defibrillator on a child
3. Be able to demonstrate post-resuscitation procedures	3.1 Demonstrate how to place a casualty in the recovery position
	3.2 Identify the risks when placing a casualty in the recovery position
	3.3 Describe handover and reporting procedures
4. Be able to carry out basic user maintenance and troubleshoot problems with an automated external defibrillator	4.1 Identify when a defibrillator battery requires changing
	4.2 Identify when electrode pads need replacing
	4.3 Demonstrate how to troubleshoot problems if the automated external defibrillator does not function correctly
5. Understand the safe use of an automated external defibrillator.	5.1 Describe the safety considerations when using AEDs

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 could be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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