



Level 2 Diploma in
AVIATION OPERATIONS ON THE GROUND

Qualification Specification

Qualification recognition number: 601/6894/8

Qualification Reference: L2DAOG

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner. Enquiries should be addressed to Future Awards and Qualifications.

Copyright © Future (Awards and Qualifications) Ltd 2019

Version Control Information

Document details	
Document name	FAQ Level 2 Diploma in Aviation Operations on the Ground 601/6894/8
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L2DAOG_V1_02/11/2017
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L2DAOG_V2_08/08/2019	August 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.

Contents

Centre Requirements	5
1.1 Introduction.....	5
1.2 Data Protection	6
1.3 Complaints.....	6
1.4 Enquiries.....	6
Qualification Information	7
2.1 Qualification Outline	7
2.2 Additional Information	8
2.3 Progression.....	8
2.4 Assessment Principles	8
2.5 Qualification Structure	8
2.6 Barred Components and Exemptions	11
Assessment Principles and Component Specifications	12
3.1 Assessment Principles	12
3.2 Component Specifications	18
Centre Information	23
4.1 Centre Operations Manual.....	23
4.2 Initial Assessment and Centre Learner Support.....	24
4.3 Identification Requirements and Learner Authenticity	24
4.4 Legal Considerations	25

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 <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 Level 2 Diploma in Aviation Operations on the Ground. 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>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this FAQ Level 2 Diploma in Aviation Operations on the Ground is to provide the learner with the skills, knowledge and understanding relevant to working in the aviation sector.

This qualification gives the learner an opportunity to:

- understand how to recognise airside hazards and associated risks
- understand how to work safely on the ramp area
- know how to follow emergency procedures along with health and safety working practices
- know how to contribute to the maintenance of security within own area of responsibility

The Total Qualification Time (TQT) for this qualification is: 370

Guided Learning (GL) for this qualification is: 312 hours

Minimum credits required to achieve the qualification: 37

Suitable for age ranges: Pre 16, 16-18, 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.

Exit Requirements: None

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> 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.economy-ni.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 Aviation Operations on the Ground has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 3 Certificate in Aviation Operations on the Ground (Knowledge), and the FAQ Level 3 Diploma in Aviation Operations on the Ground.

2.4 Assessment Principles

The FAQ Level 2 Diploma in Aviation Operations on the Ground must be assessed according to the Go Skills (People 1st) Assessment Principles.

2.5 Qualification Structure

To achieve the Level 2 Diploma in Aviation Operations on the Ground learners must achieve a minimum of 37 credits. They must gain 8 credits from the two mandatory components and achieve 11 credits from the Aviation Specialist Components in group O1 and a further 18 credits from group O1 or O2.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/600/9313	Recognise Airside Hazards and Minimise Risks	4	2
2	R/600/9315	Contribute to the Maintenance of Aviation Health, Safety and Security	4	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
H/600/9741	Operate an IT System in the Aviation Industry	2	2
J/600/9327	Carry Out Effective Communications and Information Transfer in an Aviation Environment	4	2
L/600/9670	Support Aviation Operations on the Ground	6	2
R/600/9427	Check In Aviation Passengers and Baggage	8	2
A/600/9731	Use Radio Telephony when Driving on the Manoeuvring Area	5	2
A/600/9325	Ensure the Safe Movement and Operation of Aircraft, Vehicles and Personnel on the Apron	5	3
A/600/9342	Load and Unload Aircraft	8	2
A/600/9678	Marshal Aircraft _Fixed and Rotary_	5	2
A/600/9700	Tow Aircraft	5	2

Group O1 – Optional Components (continued)			
URN	Component Name	Credit Value	Level
D/600/9429	Receive, Call and Escort Passengers to and from Aircraft	6	2
D/600/9446	Dispatch Aircraft	12	3
F/600/9732	Communicate With an Aircraft Operating Crew Using a Headset	5	2

H/600/4037	De-ice Aircraft on the Ground	10	2
H/600/9450	Plan the Loading of Aircraft	9	3
J/600/9425	Prepare Loads for and Receive Loads from Aircraft	5	2
L/600/4033	Carry Out Pre and Post Aircraft De-icing Checks	6	2
L/600/9698	Escort Aircraft	4	2
M/600/4039	Field Test Aircraft De-icing Fluids	3	2
T/600/9680	Pushback Aircraft	5	2
F/600/9343	Carry out Airside Maintenance Operations	5	2
J/600/9344	Operate a Vehicle Airside	7	2
M/600/9323	Maintain a Hazard Free Airside Environment	6	2
M/600/9421	Inspect Airside Pavement Surfaces and Systems	4	2
Y/600/9431	Handle Reports of Lost or Damaged Baggage	4	2
D/600/9432	Maintain the Comfort of Passengers Using the Executive Lounge	3	2
T/600/9436	Maintain Flight Control Operations and Operating Conditions	8	3
F/600/9424	Contribute to Wildlife Control on an Airfield	6	2
Y/600/9672	Provide Ticket Desk Services	6	2
K/600/9675	Operate Specialist Equipment in an Airport Environment	5	2
Y/600/9736	Respond to Fire and Rescue Incidents at an Airport	9	2
D/600/9706	Operate Aeronautical Ground Lighting Systems	5	2
Y/600/9705	Plan the Loading of Helicopters	7	2
K/600/9708	Inspect and Maintain Ground Power Components	4	2

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level

T/600/9338	Identify and Resolve Aviation Problems	3	2
F/600/9326	Maintain Effective Working Practices in the Aviation Industry	4	2
L/601/0933	Give Customers a Positive Impression of Yourself and Your Organisation.	5	2
J/601/1210	Deliver Reliable Customer Service	5	2
K/600/9739	Deal Effectively with Difficult Passengers	5	2

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

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Assessment Strategy for FAQ Level 2 Diploma in Aviation Operations on the ground based on GoSkills National Occupational Standards

1 Introduction

GoSkills, as the Sector Skills Council for the Passenger Transport Sector, is responsible for developing an assessment strategy for the qualifications based on its national occupational standards.

This responsibility means that *GoSkills* must:

- a) Recommend how external quality control of assessment will be achieved;
- b) Define which aspects of the national occupational standards must always be assessed through performance in the workplace;
- c) Define the extent to which simulated working conditions may be used to assess competence and any characteristics that simulations should have, including definitions (where appropriate) of what would constitute a 'realistic working environment' (RWE) for the qualifications concerned;
- d) Define the occupational expertise requirements for assessors and verifiers in consultation with industry and in agreement with awarding organisations.

This Assessment Strategy for the FAQ Level 2 Diploma in Aviation Operations on the ground addresses the four areas indicated above.

2 Review and Evaluation of this Strategy

GoSkills and awarding organisations will continually monitor the effectiveness of this strategy. It will be reviewed annually and revised where necessary every two years. *GoSkills* will therefore establish arrangements for awarding organisations to provide feedback which will assist in the evaluation and review of this strategy. This feedback will also be used to evaluate assessment and verification practices, identify and promulgate good practice and inform any improvements to be made to this strategy. Awarding organisations and their approved centres will be encouraged to submit comments and suggestions for improvements. This will be through formal dialogue between *GoSkills* and the awarding organisations.

3 External Quality Control of Assessment

The quality of the assessment process is the responsibility of the awarding organisations. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to

support quality control. However, awarding organisations must detail their approach to each of the following.

3.1 External Verification

External Verifiers (EVs) should verify assessments at approved centres. The normal frequency of external verification visits is two per year (a total of two days per year). However, the exact frequency should be determined by the risk assessment. The verification should include inspection of the records of evidence and assessment. Awarding organisations should consider rotating their external verifiers in order to encourage standardisation, independence of assessment and the sharing of good practice.

3.2 Risk Assessment

In order to promote appropriate levels of monitoring of centres, *GoSkills* requires awarding organisations to adopt a risk management system. This approach is consistent with the approach taken by the regulatory authorities. Where there is a risk to the quality and consistency of assessment (eg as a result of commercial interests or as a result of relationships between candidates and assessors), awarding organisations should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment.

Awarding organisations should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise any identified risk has been implemented.

3.3 Awarding Body Forum

GoSkills will arrange regular awarding body meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering Level 2 Diploma in Aviation Operations on the ground will be required to attend the awarding organisation forum at least once per year.

4 Evidence

4.1 Evidence from Workplace Performance

Wherever possible, evidence of occupational competence should be generated and collected through performance under workplace conditions. These conditions would be those typical of the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical work place conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works. Assessment of an individual against the qualification standard must not put that individual under more, or less, pressure than found normally in the workplace. It could be the case that the individual could feel more pressure simply because he or she is being assessed. However, it is the skill of the assessor to reduce this pressure to a minimum.

4.2 Use of Simulation in Assessments

As stated above, it is intended that learners should be assessed under normal workplace conditions. However, there are situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical. Therefore, the setting up or devising of assessment situations will be allowed, when it can be demonstrated that the following circumstances require it in areas related to:

- safety
- legislation ² regulation
- contingency
- cost
- significant interruption to candidate's or employer's business

It is recognised that there may be other assessment situations where simulation would be appropriate. In such instances, awarding organisations should give consideration to the reliability and validity of the likely evidence. In all cases, the centre should agree its plans for simulation with the EV to ensure that it is satisfactory.

5 Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessors and verifiers have in maintaining the quality and integrity of NVQ Qualifications. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessors and verifiers.

5.1 Competence of External Verifiers

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Passenger Carrying Vehicle Driving (Bus and Coach). External verifiers therefore need to have a thorough understanding of quality assurance and assessment practices as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

It will be the responsibility of the awarding organisation to select and appoint external verifiers. Potential external verifiers should:

- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to externally verify NVQ assessments.
- have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards.

- demonstrate their commitment to maintaining their industry knowledge by ongoing professional development eg through undertaking training courses and/or membership of industry organisations.

5.2 Competence of Internal Verifiers

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying.

It will be the responsibility of the approved centre to select and appoint internal verifiers. Potential internal verifiers should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify NVQ assessments;
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to verify NVQ candidates;
- have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will have provided potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification.

5.3 Competence of Assessors

The primary responsibility of the assessor is to assess candidates to the required quality and consistency, against the national occupational standard. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical understanding related to the qualifications for which they are assessing candidates.

It will be the responsibility of the approved centre to select and appoint assessors. Potential assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess NVQ candidates.
- have the necessary and sufficient experience of the role for which they intend to undertake assessments and actual experience of the functions described by the occupational standards that comprise the qualification.

5.4 Continued Personal and Professional Development

It is important that verifiers and assessors continue their own development to help them in their respective NVQ roles. It is expected that each approved centre will

provide development programmes for its assessors and internal verifiers to maintain their technical or occupational expertise. Awarding organisations should provide development programmes, workshops, seminars, etc, to promote good practice, quality and consistent assessments.



3.2 Component Specifications

Component 1: Recognise Airside Hazards and Minimise Risks

Component Reference Number: J/600/9313

Level: 2

Credit: 4

GL: 26

Component Summary

This component assesses the knowledge and understanding of airside hazards and associated risks.

Assessment Guidance

This component should be assessed in the workplace using professional discussion.

An airside visit needs to be completed by the learner to ensure they have experience of the airside environment.

The following is a list of items that must be assessed in specific assessment criteria.

In assessment criteria 2.10 the following surface markings should be assessed:

- service roads
- equipment parking areas
- no parking areas
- stand layout markings
- inter stand clearways
- demarcation between aircraft parking stands
- live taxiways
- helicopter landing hotspots
- areas where people are allowed and are not allowed to walk including pedestrian walkway

The overarching assessment strategy must be followed. This can be accessed at the link below:
<http://www.goskills.org/index.php/industries/1/6>

Relationship to Occupational Standards

This component is directly related to GoSkills National Occupational Standard Component 1 – Recognise airside hazards and minimise risks from the Aviation Operations on the Ground suite.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to recognise airside hazards and associated risks.	1.1 Recognise airside hazards and associated risks.
	1.2 Identify organisational procedures covering Health and Safety.
	1.3 Identify the consequences of not operating safely in an airport environment.
	1.4 Identify the main causes of accidents in an airport.
	1.5 Describe the possible costs of not following airport and ramp safety procedures.
	1.6 Report incidents in line with organisational procedures.

	1.7 Describe organisational procedures to ensure health and safety.
	1.8 Outline the benefits of safe working practices to include: <ul style="list-style-type: none"> • Themselves • Passengers and colleagues • Equipment • The airport • Other companies
	1.9 Identify hazardous materials.
	1.10 Outline procedures for using hazardous materials and give examples of dealing with incidents involving them.
	1.11 Describe procedures for reporting incidents airside.
	1.12 Explain the importance of staying alert and following safety procedures.
	1.13 Describe the type of legislation covering the aviation working environment which means that their employer has the duty to provide a safe working environment and they have a duty to follow their employer's safety rules.
	1.14 Describe the effects of adverse weather airside and the precautions to take for the following: <ul style="list-style-type: none"> • Wind • Snow • Heat • Sun • Ice
	2.1 Identify the hazards associated with the ramp.

2. Understand how to work safely on the ramp area ensuring their own safety and that of others.	2.2 Identify how to deal with these hazards.
	2.3 Explain how to work safely to ensure their own and others safety.
	2.4 Explain how hazards can be avoided.
	2.5 Identify what to do to deal with any hazards that occur.
	2.6 Describe where the ramp area is.
	2.7 Identify dangers from aircraft.
	2.8 Describe how to approach aircraft safely.
	2.9 Identify dangers from vehicles on the ramp area other than aircraft.
	2.10 Identify airport surface markings within the ramp area.
	2.11 Identify operating areas for aircraft, vehicles and pedestrians on the ramp area.
	2.12 Identify personal protective equipment and describe when to wear it including: <ul style="list-style-type: none"> • Hearing protection • High visibility clothing
	• Other personal protective equipment
2.13 Describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times.	
2.14 Describe dangers from birds and other wildlife and the importance of making sure that that the area does not attract them.	
2.15 Identify emergency areas in the ramp area.	
2.16 Describe how to use equipment and vehicles on the ramp area.	

Component 2: Contribute to the Maintenance of Aviation Health, Safety and Security

Component Reference Number: R/600/9315

Level: 2
Credit: 4
GL: 33

Component Summary

This component assesses the knowledge, skills and understanding of health, safety and emergency procedures relevant to working in an airport.

Assessment Guidance

This component should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non-routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

The overarching assessment strategy must be followed. This can be accessed at the link below:
<http://www.goskills.org/index.php/industries/1/6>

Relationship to Occupational Standards

This component is directly related to GoSkills National Occupational Standard Component 2 – Contribute to the maintenance of aviation health, safety and security from the Aviation Operations on the Ground suite.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to follow health and safety working practices.	1.1 Carry out operations safely and in line with organisational procedures.
	1.2 Wear the correct protective equipment to carry out duties.
	1.3 Take action in the event of unsafe working practices and hazards.
	1.4 Operate equipment safely in line with organisational procedures.
	1.5 Take remedial action if work equipment is unsafe to use.
	1.6 Report incidents, accidents and near misses in line with organisational procedures.

2. Know how to follow health and safety working practices.	2.1 Describe organisational health and safety standards.
	2.2 Explain personal responsibility under health and safety law.
	2.3 Describe safe working practices.
	2.4 Explain how to identify hazards in the workplace.
	2.5 Describe organisational procedures for reporting incidents.
	2.6 Describe incidents and accidents that can relate to: <ul style="list-style-type: none"> • Staff • Equipment • Customers
	2.7 Describe correct action to put things right after an incident.
3. Be able to follow emergency procedures.	3.1 Raise the emergency alarm in line with organisational procedures and personal authority.
	3.2 Respond to an emergency alarm in line with organisational procedures and personal authority.
	3.4 Locate and use emergency equipment in line with organisational procedures.
	3.5 Carry out personal emergency responsibilities in line with organisational procedures.
4. Know how to follow emergency procedures.	4.1 Identify where the alarms are.
	4.3 Describe personal responsibility in relation to emergencies.
	4.3 Describe organisational procedures for <ul style="list-style-type: none"> • Raising or responding to alarms • Reporting and recording emergencies

5. Be able to contribute to the maintenance of security within own area of responsibility.	5.1 Secure items and areas in line with personal responsibilities.
	5.2 Follow organisational procedures for personal identification.
	5.3 Report suspicious incidents or behaviour to the correct authority.
	5.4 Take action when irregularities in security are identified in line with organisational procedures.
	5.5 Report discrepancies in the security of actual or potential access points.
	5.6 Respond to an actual or suspected security threat within the limits of own personal responsibility.
6. Know how to contribute to the maintenance of security within own area of responsibility.	6.1 Describe signs of suspicious behaviour.
	6.2 Describe the limits of their personal authority.
	6.3 List specified, banned, illegal and dangerous items.
	6.4 Describe threat or risk awareness.
	6.5 List relevant documents relating to security.
	6.6 Identify relevant authorities relating to security.
	6.7 Describe personal responsibility in relation to security.
	6.8 Describe organisational procedures for restricting access.

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 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.

FutureQuals[™]

INSPIRING LEARNING AND SKILLS

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

Telephone: 01530 836662

Email: info@futurequals.com

www.futurequals.com

www.futurequals.com