FutureQuals
INSPIRING LEARNING AND SKILLS

Level 3 Diploma In

BUSINESS IMPROVEMENT TECHNIQUES

Qualification Specification

Qualification recognition number: 601/3745/9
Qualification Reference: L3DBIT

www.futurequals.com

Contents

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at http://www.futurequalsquals.com

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 3 Diploma in Business-Improvement Techniques.** The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

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

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

1.2 Data Protection

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

1.3 Complaints

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

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

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

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

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

Tel: 01530 836662
Fax: 01530 836668
E-mail: qualifications@futurequals.com
Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this Level 3 Diploma in Business-Improvement Techniques is to provide the learner with the skills, knowledge and understanding required to progress in the business improvement environment.

The Total Qualification Time (TQT) for this qualification is: 400
Guided Learning (GL) for this qualification is: 170 hours
Minimum credits required to achieve the qualification: 40

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

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 of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency
http://www.delni.gov.uk or, contact your local funding office.

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

2.3 Progression

The Level 3 Diploma in Business-Improvement Techniques has been designed to support progression on to the Level 3 NVQ Diploma in Business Improvement Techniques.

2.4 Assessment Principles

The FAQ Level 3 Diploma in Business-Improvement Techniques must be assessed according to the Semta Sector Skills Assessment Principles.

2.5 Qualification Structure

To achieve the Level 3 Diploma in Business-Improvement Techniques learners must achieve a minimum of 40 credits. They must complete 5 mandatory components in Group M (25 credits) and achieve 5 credits from Optional Group O1, 5 credits from Optional Group O2 and 5 credits from Optional Group O3.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/503/5819	Understand the application of workplace organisation techniques	5	3
2	J/503/5822	Understanding the application of continuous improvement techniques-Kaizen	5	3
3	R/503/5824	Understanding the development of visual management systems	5	3
4	T/503/5816	Understanding the leading of effective teams	5	3
5	T/503/5833	Understanding the application of statutory regulations and organisational safety requirements	5	3

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
D/503/5826	Understanding how to carry out problem solving activities	5	3
Y/503/5825	Understand the creation of flexible production and manpower systems	5	3

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level
H/503/5827	Understanding the process of analysing and selecting parts for improvement	5	3
K/503/5828	Understanding the application of set-up reduction techniques	5	3
K/503/5831	Understanding the creation of standard operating procedures	5	3
URN	Component Name	Credit Value	Level
M/503/5829	Understanding the application of flow processes analysis	5	3
Y/503/5825	Understand the creation of flexible production and manpower systems	5	3
D/503/5826	Understanding how to carry out problem solving activities	5	3

Group O3 – Optional Components			
URN	Component Name	Credit Value	Level
D/503/5826	Understanding how to carry out problem solving activities	5	3
H/503/5827	Understanding the process of analysing and selecting parts for improvement	5	3
K/503/5828	Understanding the application of set-up reduction techniques	5	3
K/503/5831	Understanding the creation of standard operating procedures	5	3
M/503/5829	Understanding the application of flow processes analysis	5	3
Y/503/5825	Understand the creation of flexible production and manpower systems	5	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

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

Introduction

Semta, the Sector Skills Council for the Science Engineering Manufacturing Technologies Sector, has produced this Component Assessment Strategy to:
- assist those undertaking assessment, internal and external quality assurance of occupational competence
- encourage and promote consistent assessment of B-IT components
- promote cost effective assessment plans

This document also provides definitions for:
- the scope of activities and the characteristics of typical learners undertaking B-IT components at level 2, 3 and 4
- the qualifications and experience required for Assessors and Verifiers
- the assessment environment and notes on simulation/replication
- access to components and requirements relating to:
- carrying out assessments
- performance evidence
- assessing knowledge and understanding

The importance and value in which employers and learners place on undertaking B-IT components will provide a key measure of Semta's success with this component assessment strategy. Another key success factor will be Semta's partnership with the relevant Awarding Bodies/Organisations

Learners Undertaking Level 3 Components
The Business-Improvement Techniques components at Level 3 have been designed for those learners who will be applying business improvement activities where they are:
- employed as supervisors, team leaders or facilitators and are responsible for carrying out business improvement activities
- people who through Continuous Professional Development are being prepared to take on staff responsibilities in a Business Improvement environment

COMPONENT ASSESSMENT STRATEGY SEMTA Version 6. 23rd October 2012

Assessor Requirements to Demonstrate Effective Assessment Practice
Assessment must be carried out by competent Assessors that as a minimum must hold the Level 3 Award in Assessing Competence in the Work Environment**.** Current and operational Assessors that hold components D32 and/or D33 or A1 and/or A2 as appropriate to the assessment being carried out, will not be required to achieve the Level 3 Award as they are still appropriate for the assessment requirements set out in this Component Assessment Strategy.

However,they will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace assessment to the most up to date National Occupational Standards (NOS).

Assessor Technical Requirements
Assessors must be able to demonstrate that they have verifiable, relevant and sufficient technical competence to evaluate and judge performance and knowledge evidence requirements as set out in the B-IT component learning outcomes and associated assessment criteria. This will be demonstrated either by holding a relevant technical qualification or by proven industrial experience of the technical areas to be assessed. The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the components being assessed. Assessors must also be:

Fully conversant with the Awarding Body/Organisation assessment recording documentation used for the B-IT components against which the assessments and verification are to be carried out and other relevant Awarding Body's/Organisation's documentation and system and procedures to support the Quality Assurance process.

Internal and External Quality Assurance Roles (formally Internal and External Verification)
Internal quality assurance (Internal Verification) must be carried out by competent persons that as a minimum must hold the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices. Current and operational Internal Verifiers that hold internal verification components V1 or D34 will not be required to achieve the Level 4 Award as they are still appropriate for the verification requirements set out in this Component Assessment Strategy. Verifiers must be familiar with, and preferably hold, either the nationally recognised Assessor components D32 and/or D33 or A1 and/or A2 or the Level 3 Award in Assessing Competence in the Work Environment.

External quality assurance (External Verification) must be carried out by competent persons that as a minimum must hold the Level 4 Award in the External Quality Assurance of Assessment Processes and Practices**.** Current and operational External Verifiers that hold external verification components V2 or D35 will not be required to achieve the Level 4 Award as they are still appropriate for the verification requirements set out in this Component Assessment Strategy.

Verifiers must be familiar with, and preferably hold, either the nationally recognised Assessor components D32 and/or D33 or A1 and/or A2 or the Level 3 Award in Assessing Competence in the Work Environment.

Persons carrying out the role of Internal or External Quality Assurance will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace Quality

Assurance (verification) of Assessment Processes and Practices to the most up to date National Occupational Standards (NOS).

Persons carrying out the role of Internal or External Quality Assurance, will also be expected to be fully conversant with the terminology used in the components against which the assessments and verification are to be carried out, the appropriate Regulatory Body's systems and procedures and the relevant Awarding Organisation's documentation.

For further information please refer to : http://www.semta.org.uk/pdf/Business-Improvement-Techniques-(B-IT)-NVQ-Level-2-3-and-4.pdf

3.2 Component Specifications

Component 1: Understand the application of workplace organisation techniques

Level: 3
Credit: 5
GL: 26

Component Summary
This component provides the learner with an understanding of the principles, benefits and key techniques of workplace organization.

Assessment Guidance
Assessed by assignment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the principles of workplace organisation	1.1 Define a working environment
	1.2 Explain what is meant by an organised working environment
2 Understand the benefits of workplace organisation	2.1 State the benefits that can be achieved by having an organised working environment
	2.2 Explain the importance of having an organised working environment
3 Know the key techniques of workplace organisation	3.1 Describe the methods and techniques of workplace organisation
	3.2 Explain how the workplace organisation methods and techniques are used
	3.3 Define a stepped approach to workplace organisation
4 Know how to apply the workplace organisation techniques	4.1 Explain how to apply a stepped approach to workplace organisation
	4.2 Explain the procedure used to identify and address surplus or missing equipment or resources
	4.3 Specify the benefits of removal or redeployment of tagged items
5 Know how to carry out a workplace organisation audit	5.1 State why it is necessary to audit the workplace organisation activity
	5.2 Describe the tools and techniques used to score the audit
	5.3 Explain how to carry out a workplace organisation audit
6 Understand how to interpret workplace organisation audit results	6.1 Describe how to evaluate the results of a workplace organisation audit
	6.2 Describe how to priorities the actions resulting from a workplace organisation audit
7 Know how to deliver the improvements identified by the workplace organisation audit	7.1 Explain why an action plan is created to deliver the improvements identified by the workplace organisation audit
	7.2 Specify why the implications of the action plan on other areas of the business must be considered

Component 2: Understanding the application of continuous improvement techniques-Kaizen

Level: 3
Credit: 5
GL: 24

Component Summary
This Component is designed to help you undertake improvement activities in your workplace and produce measurable benefits. It involves contributing to the planning of the continuous improvement process, carrying out activities to make improvements and recording business benefits.

Assessment Guidance
Assessed by assignment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the principles of continuous improvement	1.1 Explain why it is important to continuously improve the working environment
	1.2 Specify the type of improvements that could be made as part of a continuous improvement initiative within in a work area
2 Know what is meant by the term 'waste' and how it is identified	2.1 Specify the categories of 'waste' that can have a detrimental effect on businesses
	2.2 Explain the methods that could be used to identify waste in a business
3 Understand how waste can be eliminated	3.1 Specify the methods that are used to eliminate waste in a business
	3.2 Specify what actions could be used to ensure that re-occurrence does not take place
4 Know what the purpose is of benchmarking	4.1 Explain what is meant by benchmarking
	4.2 Explain how benchmarking is used to improve a business function
	4.3 Specify the typical benchmarking measures that are used
5 Understand how to apply the continuous improvement principle	5.1 Specify the type of improvements that can be made in the workplace and how they could be identified
	5.2 Specify how a stepped continuous improvement activity e.g. PDCA would be carried out
	5.3 Explain the factors that would ensure the improvement activity has been a success
6 Know the reasons behind the use of performance indicating techniques	6.1 Specify the types and application of key performance indicators that are used to measure business improvement
	6.2 Explain how the results of any improvements would be best communicated to the key employees in the business

7 Know how to put into operation an improvement plan	7.1 Specify what would need to be included in the improvement plan
	7.2 Explain how to get approval for the plan and how the plan would be communicated to the improvement team
8 Know how to ensure the improvements are sustained	8.1 Explain the role of standard operating procedures in helping sustain the improvements
	8.2 Explain the importance of an appropriate environment for improvement

Component 3: Understanding the development of visual management systems

Level: 3
Credit: 5
GL: 18

Component Summary
This component covers the skills and knowledge needed to prove the competences required for contributing to the
introduction and use of information used in visual management systems.

Assessment Guidance
Assessed by assignment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the principles of visual management	1.1 Explain what is meant by 'visual management'
	1.2 Specify how visual management can be applied in a work area or to a product range
2 Understand the benefits of visual management	2.1 Specify the benefits of having visual management systems in place
	2.2 Explain how visual management systems lead to the creation of the 'visual factory'
3 Know the range of visual management techniques	3.1 Specify the different forms of visual management techniques that could be used in a work area/product range
	3.2 Explain which parts of a work area/product range visual management could be applied to
	3.3 Explain the types of information and performance indicators that can be displayed visually
4 Understand how to prepare for the deployment of visual management	4.1 Specify the improvement actions and measurement techniques that will be used to create the visual management systems
	4.2 Explain how to employ an improvement action that requires a visual management system activity within a work area/product range
5 Understand how to apply visual management systems in the workplace	5.1 Explain how to carry out a visual management activity within a work area/product range
	5.2 Explain the methods used to display and maintain the information gained using the most appropriate and cost effective methods
6 Know how to conduct a review of the visual management system	6.1 Specify how a review of the visual management system would be carried out
	6.2 Explain how the effectiveness of the system could be measured
7 Know how to take forward the visual management system principle	7.1 Explain how other functions within the business can contribute to and benefit from information generated by the system

	7.2 Explain how further improvement actions continue to drive the implementation and development of the system

Component 4: Understanding the leading of effective teams

Level: 3
Credit: 5
GL: 28

Component Summary

This component provides the learner with the knowledge and understanding required to set business targets, review team performance and lead an improvement activity.

Assessment Guidance

Assessed by assignment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to set achievable business targets	1.1 Specify the range and use of business targets within a work area/product range
	1.2 Define how to set achievable personal, team member and overall team targets
	1.3 Explain how to priorities team leader and team workloads to ensure that targets are met
2 Understand effective team leader communication techniques	2.1 Explain what effective forms of communication can be used to help deliver the business targets set
	2.2 Describe how to present information effectively to management, peers or team members using the appropriate methods
3 Know how to review team performance	3.1 Explain how to conduct a team performance review
	3.2 Summarise how to involve the team in activates to identify team performance opportunities, threats and solutions
	3.3 Specify the types of conflict and problems that may emerge and which could be detrimental to a teams performance
4 Understand business improvement methods and practices	4.1 Explain why organisational processes and procedures are required to help run businesses effectively
	4.2 Specify the type and range of improvement tools and techniques that could be used as part of business improvement within a work area/product range
5 Know how to organise an improvement activity	5.1 Explain how to develop an action plan that clearly define activities and responsibilities
	5.2 Explain why it may be necessary to seek specialist advice and help
6 Know how to lead an improvement activity	6.1 Explain how to lead a team event which had clearly defined activities and responsibilities
	6.2 Define how specialist advice and help can be obtained during the team activity

7 Know how to improve team skills and knowledge	7.1 Explain how to train others in the processes and procedures that are relevant to them and their area of responsibility
	7.2 Specify how to monitor and check a team is working to identified quality and safety standards

Component 5: Understanding the application of statutory regulations and organisational safety requirements

Level: 3
Credit: 5
GL: 18

Component Summary

This component provides the learner an understanding of the Health and Safety at Work Act, as well as the procedures to be followed in the event of accidents and injuries.

Assessment Guidance

Assessed by assignment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the principal provisions of the Health and Safety at Work Act and other current legislation	1.1 Identify the principal provisions of the Health and Safety at Work Act current legislation and other current legislation
	1.2 Describe the principal provisions of the Health and Safety at Work Act and other current legislation
2 Know how current legislation affects health and safety issues in respect of employers, employees and the public	2.1 Describe how current legislation affects health and safety issues in respect of employers, employees, and the public
3 Know how to obtain information and relevant advice on the organisation's health and safety policy	3.1 Obtain information and relevant advice on health and safety legislation and guidelines
	3.2 Source expert assistance when help is needed on the organisations health and safety policy
4 Know the general safe working practices associated with operations in the workplace	4.1 Describe the general safe working practices associated with operations in the workplace
	4.2 Describe the implications and consequences of the appropriate legislation and guidelines not being followed
5 Know the types, causes, and consequences of workplace accidents and emergencies	5.1 Identify the types of accidents and emergencies that can occur in the workplace
	5.2 Describe what are the root cause of accidents and what are the methods for preventing them
	5.3 Describe the far reaching consequences of workplace accidents
	5.4 Describe the first aid arrangements required in the workplace
6 Know the procedures to be followed in the event of accidents, injuries, the causes of fire, fire prevention and fire fighting procedures, the evacuation of the premises, and	6.1 Identify the procedures to be followed in the event of accidents or injuries
	6.2 Describe what an evacuation of the premises would require

dangerous occurrences or hazardous malfunctions	6.3 Describe what would be considered a dangerous occurrence or hazardous malfunction
7 Know the hazards and risks associated with work activities, and the importance of being involved in the risk assessment procedure	7.1 Describe what is meant by a 'hazard'
	7.2 Describe what is meant by a 'risk'
	7.3 Identify the hazards and risks that are found in the workplace, and who could be affected
	7.4 Describe why risk assessments are necessary, and who needs to be involved in their production
8 Be able to carry out a risk assessment activity	8.1 Carry out a risk assessment using a given scenario and complete a risk assessment sheet
	8.2 Describe the criteria for carrying out a risk assessment
	8.3 Describe what documentation will be used in a risk assessment
	8.4 Describe what techniques are necessary to ensure a risk assessment is carried out effectively
	8.5 Describe how the results of a risk assessment would be publicised
9 Know the steps necessary to minimise the risk of injury or damage when moving a load	9.1 Describe what is meant by manual and mechanical handling
	9.2 Identify what regulations apply to manual handling and lifting, and why they are needed
	9.3 Describe their responsibilities with regard to safe manual handling
	9.4 Describe the correct technique for safe manual handling
10 Be able to correctly and safely move a load using the appropriate methods and techniques	10.1 Manually lift a load using the correct manual handling procedure
	10.2 Describe the correct procedure and technique needed to carry out the safe manual lifting of a load
11 Know how to apply good housekeeping and safe working practices as a basis for the safe implementation of lean business activities	11.1 Describe how good housekeeping and safe working practices are a basis for the safe implementation of other lean business activities

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

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

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

This assessment will need to take account of:

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

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

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

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

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

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

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

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

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

The following would be permitted proof of a 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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FutureQuals
INSPIRING LEARNING AND SKILLS

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

Telephone: 01530 836662
Fax: 01530 836668
Email: info@futurequals.com
www.futurequals.com

www.futurequals.com