



**FAQ LEVEL 3 CERTIFICATE IN**  
**ASSESSING**  
**VOCATIONAL**  
**ACHIEVEMENT**

**FULL SPECIFICATION**

Qualification Numbers: **501/1865/1 and C00/1003/4**

Qualification Reference: **L3CAVA**



01530 836662



AO@futurequals.com



futurequals.com

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## Section One

### Centre Requirements

#### 1.1 Introduction

##### Introduction to FutureQuals

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

##### Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

##### Our Vision

“We envisage a place in which every learner realises their full potential.”

##### Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

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

A full list of FutureQuals current qualifications can be accessed at <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 3 Certificate in Assessing Vocational Achievement**. 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](mailto: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 3 Certificate in Assessing Vocational Achievement is to provide the learner with the skills, knowledge, and understanding required to assess occupational competence in the work environment, as well as assessing vocationally related achievement in environments other than the workplace (i.e., a workshop, classroom or other training environment).

**The Total Qualification Time (TQT) for this qualification is: 150 hours**

**Guided Learning (GL) for this qualification is: 84 hours**

**Minimum credits required to achieve the qualification: 15**

**Suitable for age ranges: 18+ 19+**

##### Method of assessment:

- Portfolio of Evidence.
- written statements or answers by the learner assessor
- oral statements or answers by the learner assessor
- discussions between the learner assessor and their own assessor
- assignments
- projects
- observation of performance in the work environment
- examining products of work
- questioning the learner
- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies.

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 Progression

The FAQ Level 3 Certificate in Assessing Vocational Achievement can support learners to develop within the Assessor role or progress on to the Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.

## 2.4 Assessment Principles

The FAQ Level 3 Certificate in Assessing Vocational Achievement must be assessed according to The Education and Training Foundation Qualification Guidance: Assessment.



## 2.5 Qualification Structure

To achieve the FAQ Level 3 Certificate in Assessing Vocational Achievement learners must achieve a total of 15 credits from 3 mandatory components.

| Group M – Mandatory |            |  |              |       |
|---------------------|------------|--|--------------|-------|
| Component Number    | URN        | Component Name   | Credit Value | Level |
| 1                   | D/601/5313 | Understanding the principles and practices of assessment | 3            | 3     |
| 2                   | H/601/5314 | Assess occupational competence in the work environment   | 6            | 3     |
| 3                   | F/601/5319 | Assess vocational skills, knowledge and understanding    | 6            | 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. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

Centres must refer to [The Education and Training Foundation Qualification Guidance: Assessment and Quality Assurance Qualifications](#). The assessment strategy includes requirements for who can assess and quality assure this qualification.



### 3.2 Component Specifications

## Component 1: Understanding the principles and practices of assessment

Component Reference Number: D/601/5313

Level: 3

Credit: 3

GL: 24

### Component Summary

This component assesses a candidate assessor's knowledge of the principles and practices of assessment in a learning and development context.

### Assessment Guidance

All learning outcomes in this component must be assessed using methods appropriate to the assessment of knowledge and understanding.

Evidence for this unit could take the form of:

- written statements or answers by the candidate assessor
- oral statements or answers by the candidate assessor
- discussions between the candidate assessor and their own assessor
- assignments
- projects.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

### Relationship to Occupational Standards

Learning and Development NOS Standard 9: Assess learner achievement.

| <b>Learning Outcome - The learner will:</b>                | <b>Assessment Criterion - The learner can:</b>  |
|--|---|
| 1 Understand the principles and requirements of assessment | 1.1 Explain the function of assessment in learning and development  |
|  | 1.2 Define the key concepts and principles of assessment  |
|  | 1.3 Explain the responsibilities of the assessor  |
|  | 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice                              |
| 2 Understand different types of assessment method          | 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners |
| 3 Understand how to plan assessment                        | 3.1 Summarise key factors to consider when planning assessment  |
|  | 3.2 Evaluate the benefits of using a holistic approach to assessment  |
|  | 3.3 Explain how to plan a holistic approach to assessment   |

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|   | 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility   |
|   | 3.5 Explain how to minimise risks through the planning process  |
| 4 Understand how to involve learners and others in assessment                   | 4.1 Explain the importance of involving the learner and others in the assessment process  |
|   | 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process  |
|   | 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning   |
|   | 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners   |
| 5 Understand how to make assessment decisions                                   | 5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• Authentic</li> <li>• current</li> </ul>  |
|   | 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul> |
| 6 Understand quality assurance of the assessment process                        | 6.1 Evaluate the importance of quality assurance in the assessment process  |
|   | 6.2 Summarise quality assurance and standardisation procedures in own area of practice  |
|   | 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice  |
| 7 Understand how to manage information relating to assessment                   | 7.1 Explain the importance of following procedures for the management of information relating to assessment   |
|   | 7.2 Explain how feedback and questioning contribute to the assessment process   |
| 8 Understand the legal and good practice requirements in relation to assessment | 8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare   |
|   | 8.2 Explain the contribution that technology can make to the assessment process   |
|   | 8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment   |

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|  | 8.4 Explain the value of reflective practice and continuing professional development in the assessment process |
|--|--|

## **Component 2: Assess occupational competence in the work environment**

**Component Reference Number: H/601/5314**

Level: 3

Credit: 6

GL: 30

### **Component Summary**

The aim of this component is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.

### **Assessment Guidance**

Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another trainee assessor who is, in turn, assessing someone else.

### **Relationship to Occupational Standards**

Learning and Development NOS Standard 9: Assess learner achievement.

| <b>Learning Outcome - The learner will:</b>   | <b>Assessment Criterion - The learner can:</b>  |
|---|---|
| 1 Be able to plan the assessment of occupational competence                                       | 1.1 Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> |
|   | 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner   |
|   | 1.3 Plan the assessment of occupational competence to address learner needs and current achievements  |
|   | 1.4 Identify opportunities for holistic assessment  |
| 2 Be able to make assessment decisions about occupational competence                              | 2.1 Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>   |
|   | 2.2 Make assessment decisions of occupational competence against specified criteria   |
|   | 2.3 Follow standardisation procedures   |
|   | 2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression  |
| 3 Be able to provide required information following the assessment of occupational competence     | 3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress  |
|   | 3.2 Make assessment information available to authorised colleagues  |
|   | 3.3 Follow procedures to maintain the confidentiality of assessment information   |
| 4 Be able to maintain legal and good practice requirements when assessing occupational competence | 4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare  |



|  |  |
|--|--|
|  | 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence |
|  | 4.3 Evaluate own work in carrying out assessments of occupational competence   |
|  | 4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence         |

## **Component 3: Assess vocational skills, knowledge and understanding**

**Component Reference Number: F/601/5319**

Level: 3

Credit: 6

GL: 30

### **Component Summary**

The aim of this component is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding in the work environment.

### **Assessment Guidance**

Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods.

The trainee assessor's performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

### **Relationship to Occupational Standards**

Learning and Development NOS Standard 9: Assess learner achievement.

| <b>Learning Outcome - The learner will:</b>  | <b>Assessment Criterion - The learner can:</b>   |
|--|--|
| 1 Be able to prepare assessments of vocational skills, knowledge and understanding                                       | 1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> |
|  | 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding  |
|  | 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners  |
| 2 Be able to carry out assessments of vocational skills, knowledge and understanding                                     | 2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements   |
|  | 2.2 Provide support to learners within agreed limitations  |
|  | 2.3 Analyse evidence of learner achievement  |
|  | 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria  |
|  | 2.5 Follow standardisation procedures  |
|  | 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression  |
| 3 Be able to provide required information following the assessment of vocational skills, knowledge and understanding     | 3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress  |
|  | 3.2 Make assessment information available to authorised colleagues as required   |
|  | 3.3 Follow procedures to maintain the confidentiality of assessment information  |
| 4 Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding | 4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare  |
|  | 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism   |

|  |   |
|--|---|
|  | 4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding   |
|  | 4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding |

## 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.



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01530 836662



AO@futurequals.com



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