Qualification specification

NCFE Level 3 Certificate in Principles of Customer Service

QN: 601/7073/6

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4.4 October 2023). Please check the qualification page on our website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 14).

- Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

- Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

- Information added to the support for centres section about how to access support handbooks.

- Information regarding UCAS added to Section 1 Things you need to know.

- Minor formatting update. No change to unit content.

- Mention of third-party products has been removed.

Section 1
Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Certificate in Principles of Customer Service.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 3 Certificate in Principles of Customer Service.

Things you need to know

Qualification number (QN)	**601/7073/6**
Aim reference	60170736
Total qualification time (TQT)	240
Guided learning hours (GLH):	220
Level	3
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Assessment requirements	internally assessed and externally moderated portfolio of evidence Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/7073/6.

This qualification is part of a suite of knowledge-based qualifications and has been developed to enable learners to progress into employment in senior customer service roles or onto higher level studies.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Aims and objectives of this qualification

This qualification aims to:

- provide learners with the underpinning knowledge that is required by employers to work in a range of different environments within a customer service role.

The objectives of this qualification are to help learners to:

- develop essential knowledge of the principles and practices of providing effective customer service, including customer retention, resolving customer complaints and problems
- understand how customer service delivery affects customer expectations.

Achieving this qualification

To be awarded the NCFE Level 3 Certificate in Principles of Customer Service learners are required to successfully complete 4 mandatory units and 3 optional units.

This qualification consists of 4 mandatory units:

Unit No	Unit title
Unit 01	Understand the customer service environment
Unit 02	Principles of business
Unit 03	Understand how to resolve customers' problems and complaints
Unit 04	Understand customers and customer retention

and 8 optional units:

Unit No	Unit title
Unit 05	Understand how to monitor customer service interactions and feedback
Unit 06	Understand how knowledge resources and service partnerships are used to support customer service delivery
Unit 07	Understand sales activities in a contact centre and how to close a sale
Unit 08	Understand how to obtain and analyse sales-related information
Unit 09	Understand equality, diversity and inclusion in the workplace
Unit 10	Understand how to manage performance and conflict in the workplace
Unit 11	Understand how to manage incidents and collaborate with other departments in a contact centre
Unit 12	Understand how to use social media tools and channels

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 3 Certificate in Principles of Customer Service, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

A unit certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Entry guidance

This qualification is designed for adult learners 19+ who may be changing career or entering a new industry and need a solid background in this area.

This qualification may also be taken by learners aged 16+. Entry is at the discretion of the centre.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Diploma in Customer Service
- NCFE Level 4 NVQ Diploma in Customer Service

It may also be useful to learners studying qualifications in the following sector areas:

- Travel and Tourism
- Sport, Leisure and Recreation
- Retail
- Health Public Service and Care
- Engineering and Manufacturing technologies
- Arts, Media and Publishing.

Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

• Level 4 Customer Service qualification
• Level 4 qualification in a related discipline (eg business and/or marketing)
• Degree in Customer Service or related discipline
• staff must hold or be working towards an Assessor qualification. Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably qualified Assessor/Verifier.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Resource requirements

The units in this qualification have been mapped against those of the NCFE Level 3 Diploma in Customer Service (601/3974/2). Please see the mapping document for further information, which is available on the qualification page on the NCFE website.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers - including learners - who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (for example, M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit 01 Understand the customer service environment (R/507/5627)

Unit summary	The purpose of this unit is to increase the learner's understanding of the concepts and practices underpinning customer service delivery. Learners will gain knowledge of the structure of customer service, the relationship between customer service and brand, and will be able to explain how to organise customer service delivery.
Guided learning hours	50
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand the concepts and practices underpinning customer service delivery

The learner can:

1.1   Explain the value of customer service as a **competitive tool**
1.2   Explain the process of mapping the **customer journey** and its importance in delivering effective customer service
1.3   Describe techniques used to identify **service failures**
1.4   Explain the concept and importance of the **service profit chain**
1.5   Describe methods of measuring organisational effectiveness in the delivery of customer service

The learner will:

2   Understand the relationship between customer service and a brand

The learner can:

2.1   Explain the importance of a **brand** to customers and to an organisation
2.2   Explain how branding can influence customers' perception of an organisation and its products and/or services
2.3   Explain the potential impact of good and poor customer service on a brand

Unit 01 Understand the customer service environment (R/507/5627) (cont'd)

The learner will:

3 Understand the structure of customer service

The learner can:

3.1   Explain the features of different customer service models and customer service standards
3.2   Explain the relationship between customer service and operational areas of an organisation
3.3   Explain the relationship between customer service and continuous improvement processes
3.4   Explain the costs and benefits of customer service to an organisation
3.5   Explain the impact of organisational values on how customers create their expectations
3.6   Explain how organisational values impact on meeting customer expectations

The learner will:

4   Understand the implications of legislation on customer service delivery

The learner can:

4.1   Explain the implications of **consumer-related legislation** on customer service delivery
4.2   Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information

**Unit 01 Understand the customer service environment (R/507/5627)
(cont'd)**

The learner will:

5   Understand how to organise customer service delivery

The learner can:

5.1   Explain how different **methods of promoting** products and/or services impact on customer
        service delivery
5.2   Explain who should be involved in the organisation of customer service delivery
5.3   Explain the importance of differentiating between customers' wants, needs and expectations
5.4   Explain different ways of **segmenting** customer groups
5.5   Explain how customer segmentation is used in organising customer service delivery
5.6   Explain how to analyse the **'customer journey'**

Key words

1.1   a **competitive tool** would be as good as, or better than, others of a comparable nature

1.2   **customer journey** includes points of transaction, points of contact, and response mechanisms
            for each stage of the journey

1.3   **service failures** occur where the customer service standard or customer expectations haven't
            been met

1.4   the **service profit chain** is the relationship between profitability and customer loyalty and
            employee satisfaction, loyalty and productivity

2.1   a **brand** is a type of product or service provided by a company under a specific name

4.1   **consumer-related legislation** may include the Sales of Goods Act 1979 and the Consumer
            Protection Act 1987

5.1   **methods of promoting** products or services could include advertising on TV, online, social
            media campaigns, the press, using flyers and instore messaging

5.4   **segmenting** is the technique used to enable a business to better target its products at the right
            customers

Unit 01 Understand the customer service environment (R/507/5627) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.6		learner written statements
1.1–5.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 02 Principles of business (L/507/4329)

Unit summary	This unit aims to provide learners with the opportunity to increase their knowledge of business markets, innovation and growth, financial management and the principles of marketing.
Guided learning hours	50
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand business markets

The learner can:

1.1   Explain the characteristics of different **business markets**
1.2   Explain the nature of interactions between businesses within a market
1.3   Explain how an organisation's goals may be shaped by the market in which it operates
1.4   Describe the **legal obligations** of a business

The learner will:

2   Understand business innovation and growth

The learner can:

2.1   Define business innovation
2.2   Explain the uses of **models of business innovation**
2.3   Identify sources of support and guidance for business innovation
2.4   Explain the process of product or service development
2.5   Explain the benefits, risks and implications associated with innovation

The learner will:

3   Understand financial management

The learner can:

3.1   Explain the importance of financial viability for an organisation
3.2   Explain the consequences of poor financial management
3.3   Explain different **financial terminology**

Unit 02 Principles of business (L/507/4329) (cont'd)

The learner will:

4   Understand business budgeting

The learner can:

4.1   Explain the uses of a budget
4.2   Explain how to manage a budget

The learner will:

5   Understand sales and marketing

The learner can:

5.1   Explain the principles of marketing
5.2   Explain a sales process
5.3   Explain the features and uses of market research
5.4   Explain the value of a brand to an organisation
5.5   Explain the relationship between sales and marketing

Unit 02 Principles of business (L/507/4329) (cont'd)

Key words

1.1 **business markets** are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods or services are sold between companies/organisations as opposed to consumer markets

1.4 **legal obligations** may include:
- insurance
- health, safety
- environmental
- data protection
- employment law
- premises

2.2 **models of business innovation** may include:
- hire and leasing
- return and reuse
- collection of used products
- made to order
- collaborative consumption

3.3 **financial terminology** as a minimum should include:
- turnover
- gross profit
- net profit
- debt
- credit

Unit 02 Principles of business (L/507/4329) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.5		learner written statements
1.1–5.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 03 Understand how to resolve customers' problems or complaints (D/507/5565)

Unit summary	This unit is aimed at developing learners' understanding of different techniques and organisational procedures for handling customer problems and complaints.
Guided learning hours	30
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand the monitoring and resolution of customers' problems

The learner can:

1.1   Assess the suitability of a range of **techniques for monitoring customer problems**
1.2   Explain how to use the resolution of customers' problems to improve products and/or services
1.3   Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance
1.4   Explain the features of **negotiating techniques** used to resolve customers' problems

The learner will:

2   Understand the monitoring and resolution of customers' complaints

The learner can:

2.1   Assess the suitability of a range of monitoring techniques for customers' complaints
2.2   Explain how to identify those complaints that should prompt a review of the service offer and service delivery
2.3   Explain negotiating techniques used to resolve customers' complaints
2.4   Explain **conflict management techniques** used in dealing with upset customers
2.5   Explain **organisational procedures** for dealing with customer complaints
2.6   Explain when to escalate customers' complaints
2.7   Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
2.8   Explain the advantages and limitations of offering compensation or replacement products and/or services

Unit 03 Understand how to resolve customers' problems or complaints (D/507/5565) (cont'd)

Key words

1.1   techniques for monitoring customer problems may include:
- record keeping
- customer contact systems
- email
- letters
- task-specific documents

1.4 negotiating techniques may include:
- compensation
- replacement
- cost reduction
- upgrading
- standard communication
- referral to a specialist team

2.4   conflict management techniques may include:
- standard communication
- referral to a specialist team
- explanation at source
- second facing at source

2.5 organisational procedures may include:
- explanation at source
- second facing at source
- compensation
- replacement
- cost reduction
- upgrading
- standard communication
- referral to a specialist team

Unit 03 Understand how to resolve customers' problems or complaints (D/507/5565) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.8		learner written statements
1.1–2.8	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.8	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.8	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 04 Understand customers and customer retention (K/507/5634)

Unit summary	This unit provides learners with an understanding of the concept of customer experience. Learners will understand the benefits of customer retention and loyalty, as well as gaining knowledge of how to measure and analyse performance data.
Guided learning hours	30
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand Customer Relationship Management (CRM)

The learner can:

1.1   Explain the concept of the 'customer experience'
1.2   Explain different methods of **segmenting and characterising customers**
1.3   Explain the purpose and scope of CRM
1.4   Describe the features of an effective CRM system
1.5   Explain the uses of CRM data in customer service delivery

The learner will:

2   Understand customer retention

The learner can:

2.1   Explain the term 'customer retention'
2.2   Explain the benefits of customer retention to an organisation
2.3   Explain the factors that influence customer retention
2.4   Describe techniques used to attract and retain customers
2.5   Explain how to assess the extent of customer loyalty
2.6   Explain the factors involved in customer recovery

Unit 04 Understand customers and customer retention (K/507/5634) (cont'd)

The learner will:

3   Understand the measurement of customer satisfaction

The learner can:

3.1   Describe techniques used to analyse **performance data**
3.2   Explain the factors to be taken into account in setting performance targets and objectives
3.3   Explain the features and uses of a range of **techniques to measure customer satisfaction**

Key words

1.2   segmenting and characterising customers can be based on a range of factors, including:
- age
- gender
- employment status
- marital status
- home ownership

3.1   performance data could include:
- number of complaints
- number of returns
- sales targets

3.3   techniques to measure customer satisfaction may include feedback forms, surveys and mystery shoppers

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Unit 04 Understand customers and customer retention (K/507/5634) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.3		learner written statements
1.1–3.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 05 Understand how to monitor customer service interactions and feedback (M/507/5568)

Unit summary	This unit is designed to provide learners with techniques for monitoring the quality of customer interactions. Learners will be able to identify techniques used to gather the required information and provide feedback on performance to colleagues. Learners will also develop an understanding of how to gather and analyse customer feedback in order to recommend improvements to customer service.
Guided learning hours	30
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how to monitor the quality of customer service interactions

The learner can:

1.1   Describe **techniques for monitoring** the quality of **customer service interactions**
1.2   Explain organisational procedures and guidelines for customer service delivery
1.3   Explain the advantages and limitations of different methods for monitoring the quality of customer service interactions
1.4   Explain how to construct a representative sample of customer service interactions for monitoring purposes
1.5   Explain how data protection legislation applies to monitoring the quality of customer service interactions
1.6   Explain how monitoring actions taken can identify possible improvements in customer service interactions
1.7   Explain **techniques** to gather customer feedback

Unit 05 Understand how to monitor customer service interactions and feedback (M/507/5568) (cont'd)

The learner will:

2　　Understand how to gather, analyse and interpret customer feedback

The learner can:

2.1　　Describe methods of collecting data for customer research
2.2　　Explain random sampling techniques used to collect data
2.3　　Explain how to evaluate **bias** in non-random samples
2.4　　Explain the principles of questionnaire design
2.5　　Assess the suitability of a range of **techniques to analyse customer feedback**
2.6　　Explain **techniques used to monitor the quality of data collected**
2.7　　Explain the use of software to record and analyse customer feedback
2.8　　Explain the **validation issues** associated with customer feedback
2.9　　Explain the importance of **anonymising comments** from customers who do not wish to be identified

Unit 05 Understand how to monitor customer service interactions and feedback (M/507/5568) (cont'd)

Key words

1.1   monitoring techniques may include:
- record keeping
- customer contact systems
- emails
- letters
- task-specific documents

1.1   customer service interactions are to include business as usual and predictable and non-predictable events, such as problems and complaints

1.7   techniques could include:
- surveys
- monitoring social media
- comment boxes
- email/contact forms

2.3   bias refers to inclination or prejudice

2.5   techniques to analyse customer feedback may include:
- verifying data
- identifying overarching themes
- highlighting 'quick wins' and 'red alerts'

2.6   techniques to monitor the quality of data collected may include:
- sampling
- monitoring
- review of methods used

2.8   a validation issue is something that affects the accuracy of data

2.9   anonymising comments ensures that they do not contain information which reveals someone's identity

Unit 05 Understand how to monitor customer service interactions and feedback (M/507/5568) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.9		learner written statements
1.1–2.9	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.9	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.9	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 06 Understand how knowledge resources and service partnerships support customer service delivery (J/507/5639)

Unit summary	This unit is designed to provide learners with an understanding of a customer service knowledge base and to enable them to identify the content requirements of resource materials. Learners will also understand how to work effectively in a service chain by explaining how to build positive relationships with customer service partnerships.
Guided learning hours	30
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how knowledge resources are used to support customer service delivery

The learner can:

1.1   Explain the structure of a customer service knowledge base
1.2   Explain the uses of a customer service knowledge base
1.3   Explain the use of customers' frequently asked questions to support customer service delivery
1.4   Explain the input and update routines for adding to the knowledge base
1.5   Explain the content requirements of resource materials and how they should be expressed

The learner will:

2   Understand the use of a service partnership in customer service delivery

The learner can:

2.1   Explain the roles and responsibilities of the partners involved in a **service chain**
2.2   Explain the advantages and limitations of using a **service partnership**
2.3   Explain the use and value of formal and informal **service level agreements**

Unit 06 Understand how knowledge resources and service partnerships support customer service delivery (J/507/5639) (cont'd)

The learner will:

3   Understand ways of building relationships within a customer service partnership

The learner can:

3.1   Describe effective **communication methods** for dealing with service partners
3.2   Explain how to develop positive relationships with service partners
3.3   Describe **negotiating techniques** for dealing with service partners
3.4   Describe actions that can be taken to resolve any conflict of interest with service partners

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Key words

2.1   a **service chain** is a sequence of services where, for each subsequent service, occurrence of the service beforehand is necessary to have occurred

2.2   a **service partnership** can be formed when a minimum of 2 organisations or 2 departments of the same organisation combine in order to provide more effective customer service

2.3   a **service level agreement** (SLA) is part of a service contract where the service is formally defined

3.1   **communication methods** may include:
- written
- email
- letters
- verbal
- face-to-face
- phone

3.3   **negotiating techniques** may include:
- compensation
- replacements
- cost reduction
- upgrades
- standard communication
- referral to a specialist team

Unit 06 Understand how knowledge resources and service partnerships support customer service delivery (J/507/5639) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.4		learner written statements
1.1–3.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 07 Understand sales activities in a contact centre and how to close a sale (A/507/5640)

Unit summary	This unit aims to provide learners with an understanding of the principles and techniques of direct sales. Learners will develop knowledge of how to carry out sales, handle objections and methods of closing a sale.
Guided learning hours	25
Level	3
Mandatory/optional	Optional

The learner will:

1　　　Understand sales activities in a contact centre team

The learner can:

1.1　　Explain the features and benefits of the products and/or services offered or supported by the contact centre
1.2　　Explain the organisational and regulatory requirements of direct sales activities
1.3　　Explain the techniques for overcoming objections and questions from customers during sales activities
1.4　　Explain the importance of adapting their style and approach to mirror customers' style and perspective
1.5　　Explain the importance of setting a good example in a contact centre team
1.6　　Explain how to set sales targets including cross-selling and up-selling

The learner will:

2　　　Understand how to handle objections and negotiate with the customer

The learner can:

2.1　　Describe the **scope of authority and responsibility** when dealing with objections
2.2　　Identify the resources available to counter the sales objections
2.3　　Describe how to plan and prepare for negotiation
2.4　　Describe how to use testimonials to progress a sale
2.5　　Explain the advantages and disadvantages of different methods of closing a sale
2.6　　Explain organisational procedures for documenting the negotiated sale

Unit 07 Understand sales activities in a contact centre and how to close a sale (A/507/5640) (cont'd)

Key words

2.1   **scope of authority and responsibility** refers to the authority and responsibility of the contact centre staff, either as an individual or for an organisation the learner is familiar with, and should include when an objection would be referred onwards or escalated.

Unit 07 Understand sales activities in a contact centre and how to close a sale (A/507/5640) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.6		learner written statements
1.1–2.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 08 Understand how to obtain and analyse sales-related information (R/507/5644)

Unit summary	The aim of this unit is to provide learners with knowledge of how to obtain sales-related information about customers, markets and competitors. Learners will be able to identify tools and methods to analyse sales-related information and will recognise the impact of different models of buyer behaviour.
Guided learning hours	35
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the uses of sales-related information

The learner can:

1.1   Explain the importance of up-to-date information for sales planning purposes
1.2   Explain the benefits and risks of using a range of information sources to support sales activities
1.3   Explain the limitations of sales-related information
1.4   Explain the importance of reviewing sales data requirements for current and future use

The learner will:

2   Understand how to use tools and methods to analyse sales-related information

The learner can:

2.1   Explain the advantages and disadvantages of different systems to gather sales-related information
2.2   Explain how to use different software packages for analysing and presenting sales-related information

Unit 08 Understand how to obtain and analyse sales-related information (R/507/5644) (cont'd)

The learner will:

3   Understand the impact of different models of buyer behaviour on the sales cycle

The learner can:

3.1   Explain the consumer buying decision-making process
3.2   Explain how the consumer buying decision-making process affects the sales cycle
3.3   Describe the influences that affect the consumer decision-making process
3.4   Explain the organisational buying decision-making process
3.5   Explain how the organisational buying decision-making process affects the sales cycle
3.6   Describe the influences that affect the organisational buying decision-making process
3.7   Explain the impact of the different roles within the decision-making unit on the sales cycle

Unit 08 Understand how to obtain and analyse sales-related information (R/507/5644) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.7		learner written statements
1.1–3.7	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.7	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.7	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 09 Understand equality, diversity and inclusion in the workplace (K/507/4337)

Unit summary	This unit aims to increase learners' understanding of personal and organisational aspects of equality, diversity and inclusion in the workplace.
Guided learning hours	15
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the organisational aspects of equality, diversity and inclusion in the workplace

The learner can:

1.1   Explain the difference between equality, diversity and inclusion
1.2   Explain the impact of equality, diversity and inclusion across aspects of organisational policy
1.3   Explain the potential consequences of breaches of equality legislation
1.4   Describe nominated responsibilities within an organisation for equality, diversity and inclusion

The learner will:

2   Understand the personal aspects of equality, diversity and inclusion in the workplace

The learner can:

2.1   Explain the different **forms of discrimination** and harassment
2.2   Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
2.3   Explain the importance of displaying **behaviour** that supports equality, diversity and inclusion in the workplace

Key words

2.1   **forms of discrimination** may include:
- direct discrimination
- indirect discrimination.

2.3   explanations of **behaviour** should include the legal consequences of not displaying supportive behaviour

Unit 09 Understand equality, diversity and inclusion in the workplace (K/507/4337) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.3		learner written statements
1.1–2.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646)

Unit summary	This unit will enable learners to develop knowledge of team performance management through bench marking. Learners will develop knowledge of managing individual underperformance and conflict in the workplace.
Guided learning hours	35
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the management of team performance

The learner can:

1.1   Explain the use of **benchmarks** in managing performance
1.2   Explain a range of **quality management techniques** to manage team performance
1.3   Describe constraints on the ability to amend priorities and plans

The learner will:

2   Understand the management of underperformance in the workplace

The learner can:

2.1   Explain typical organisational policies and procedures on discipline, grievance and dealing with
         underperformance
2.2   Explain how to identify causes of underperformance
2.3   Explain the purpose of making individuals aware of their underperformance clearly but sensitively
2.4   Explain how to address issues that hamper individuals' performance
2.5   Explain how to agree a course of action to address underperformance

Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646) (cont'd)

The learner will:

3   Understand the principles of conflict management

The learner can:

3.1   Evaluate the suitability of different **methods of conflict management** in different situations
3.2   Describe the **personal skills** needed to deal with conflict between other people
3.3   Analyse the **potential consequences** of unresolved conflict within a team
3.4   Explain the role of external arbitration and conciliation in conflict resolution

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Key words

1.1   benchmarks are a standard or measurement that may include key performance indicators (KPIs) and best operational practice

1.2   quality management techniques may include:
   •   total quality management (TQM)
   •   statistical process control (SPC)
   •   continual improvement processes

3.1   methods of conflict management may include:
   •   avoiding
   •   competing
   •   collaborating
   •   compromising
   •   accommodating

3.2   personal skills could include:
   •   withholding judgement
   •   empathic questioning
   •   active listening
   •   assertiveness
   •   objectivity

3.3   potential consequences may include:
   •   organisational
   •   financial
   •   team dynamics
   •   productivity
   •   personal

Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.4		learner written statements
1.1–3.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 11 Understand how to manage incidents and collaborate with other departments in a contact centre (K/507/5648)

Unit summary	The aim of this unit is to equip learners with the knowledge of incident management. Learners will be able to identify the importance of clear communication with the correct channels and be able to explain how to manage incidents in collaboration with other departments.
Guided learning hours	30
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how to manage incidents reported to a contact centre

The learner can:

1.1   Explain the incident management services offered by the contact centre
1.2   Describe the strengths and weaknesses of methods of assessing the validity and priority of the potential incident
1.3   Explain the importance of clear communication using the most appropriate channel with those dealing with incidents
1.4   Describe the strengths and weaknesses of ways of monitoring the actions of those deployed to deal with the incident
1.5   Describe the strengths and weaknesses of different types of support for colleagues
1.6   Explain the importance of reviewing incident management results

The learner will:

2   Understand how to collaborate with other departments

The learner can:

2.1   Explain the need for collaborating with other departments
2.2   Explain the nature of the interaction between **their own team** and other departments
2.3   Explain the features of effective collaboration
2.4   Explain the potential implications of ineffective collaboration with other departments
2.5   Explain the factors relating to knowledge management that should be considered when collaborating with other departments

Unit 11 Understand how to manage incidents and collaborate with other departments in a contact centre (K/507/5648) (cont'd)

Key words

2.2   **their own team** or a team the learner is familiar with

Unit 11 Understand how to manage incidents and collaborate with other departments in a contact centre (K/507/5648) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.5		learner written statements
1.1–2.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 12 Understand how to use social media tools and channels (K/507/5665)

Unit summary	This unit will enable learners to identify opportunities to develop a customer social media strategy, evaluating the advantages and drawbacks. Learners will also be able to promote the benefits of networking.
Guided learning hours	20
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how to select social media tools and channels for a business

The learner can:

1.1   Describe the different tools and channels that can be used for social media
1.2   Describe the features and benefits of the different tools and channels that can be used for social media
1.3   Identify the potential type of audience for each different tool and channel that can be used for social media
1.4   Explain the factors to consider when selecting different tools and channels for social media
1.5   Evaluate different tools and channels for social media for business use

The learner will:

2   Understand how to measure the success of using social media tools and channels

The learner can:

2.1   Explain the importance of measuring the outcomes of using different social media tools and channels
2.2   Explain why SMARTER targets should be set for different social media tools and channels
2.3   Describe the methods a business can use to measure and identify success of different social media tools and channels
2.4   Describe what success could look like when using different social media tools and channels for different types and sizes of business

Unit 12 Understand how to use social media tools and channels (K/507/5665) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.4		learner written statements
1.1–2.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Section 3
Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 3 Certificate in Principles of Customer Service is internally assessed and externally moderated.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports

You'll also find a variety of assessment and moderation pro-formas on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Moderator.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Moderator will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

• the exact start and finish times so that the Moderator can go straight to that spot on the tape/recording
• a running order list and a description of each learner
• information about where the performance/recorded evidence took place
• what type of audience they were performing to (if applicable)

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Moderator to hear both the learner(s) and the Assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance
- systems continue to meet our centre approval criteria

Section 4
Explanation of terms

Explanation of terms
This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which…)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 5
General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, or responding to the next survey we send you. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

Contact us

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*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**