

Qualification specification

**NCFE Level 2 Certificate in Contact Centre
Operations
QN: 600/1292/4**

Contents

Summary of changes	4
Section 1	5
Qualification overview	6
Introduction	6
Things you need to know	7
Total Qualification Time (TQT)	7
Credit	7
About this qualification	8
Qualification purpose	8
Qualification objectives	8
Achieving this qualification	9
Essential skills	10
Barred units, equivalencies and exemptions	10
Recognition of Prior Learning (RPL)	10
Credit transfer	10
Direct Claim Status	11
Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)	11
Entry guidance	11
Progression opportunities	12
Qualification dates	12
Staffing requirements	12
Resource requirements	12
Support for learners	13
Learner's Evidence Tracking Log (LETL)	13
Support for centres	13
Customer Support team	13
Qualification Support Packs	13
Reasonable Adjustments and Special Considerations Policy	14
Subject maps	14
Fees and Pricing	14
Useful websites	14
Training and support	14
Links to National Skills Standards	15
Mapping to National Occupational Standards	16
Section 2	17
Unit content and assessment guidance	18
Unit 01 Principles of personal effectiveness in a contact centre	19
Unit 02 Principles of health and safety in a contact centre	21
Unit 03 Principles of personal responsibilities and working in a business environment	23
Unit 04 Principles of using systems and technology in a contact centre	27
Unit 05 Principles and processes of systems and technology in a contact centre	29
Unit 06 Principles of communication and customer service in a contact centre	31
Unit 07 Principles of selling in a contact centre	34
Unit 08 Principles of customer service in a contact centre	37
Unit 09 Principles of sales activities and customer support in a contact centre	40
Unit 10 Principles of handling incidents through a contact centre	43
Unit 11 Principles of legal, regulatory and ethical requirements of a contact centre	46
Section 3	48

Assessment and quality assurance	49
How the qualification is assessed	49
Internal assessment	49
Supervision of learners and your role as an Assessor	50
Feedback to learners	50
Presenting evidence	50
Quality Assurance	52
Internal quality assurance	52
External quality assurance	52
Section 4	53
Explanation of terms	54
Section 5	56
General information	57
Equal opportunities	57
Diversity, access and inclusion	57
Contact us	58

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4.0 July 2018).

Version	Publication Date	Summary of amendments
v5.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
v5.1	June 2022	Updated to include English language assessment requirements. Amended to include updated registration information. Updated to include information about the mandatory support handbook.

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 2 Certificate in Contact Centre Operations.

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 2 Certificate in Contact Centre Operations.

Things you need to know

Qualification number (QN)	600/1292/4
Aim reference	60012924
Total Qualification Time (TQT)	130
Guided Learning Hours (GLH)	93
Credit value	13
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

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.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/1292/4.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who are working in, or want to work in, their first contact centre operations role, or if they want to progress further in their contact centre career.

The purpose of this qualification is to equip learners with the knowledge they'll need to be able to work effectively, or progress into employment, in contact centres.

The qualification has been developed in partnership with industry experts and is based on the contact centre operation National Occupational Standards, currently managed by SkillsCFA.

This qualification will:

- focus on the study of contact centres, within the business and administration sector
- offer breadth and depth of study, incorporating a key core of knowledge .

Qualification objectives

The objective of this qualification is to:

- equip learners with the knowledge they'll need to work effectively in contact centres.
-

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Contact Centre Operations, learners are required to successfully complete a minimum of 13 credits in total with 7 credits from the mandatory units and 6 credits from the optional units. A minimum of 10 credits must be at Level 2

Mandatory units

Unit No	Unit title
Unit 01	Principles of personal effectiveness in a contact centre
Unit 02	Principles of health and safety in a contact centre
Unit 03	Principles of personal responsibilities and working in a business environment

Optional units

Unit No	Unit title
Unit 04	Principles of using systems and technology in a contact centre
Unit 05	Principles and processes of systems and technology in a contact centre
Unit 06	Principles of communication and customer service in a contact centre
Unit 07	Principles of selling in a contact centre
Unit 08	Principles of customer service in a contact centre
Unit 09	Principles of sales activities and customer support in a contact centre
Unit 10	Principles of handling incidents through a contact centre
Unit 11	Principles of legal, regulatory and ethical requirements of a contact centre

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

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 2 Certificate in Contact Centre Operations, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. **Grades are not awarded.**

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. 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 teamworking, 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.
-

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same regulated reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

This qualification is designed for learners who are working in, or want to work in, their first contact centre operations role, or if they're wanting to progress further in their contact centre career.

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

This qualification is suitable for learners aged pre-16 and above.

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 learning outcomes 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.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 NVQ Certificate in Contact Centre Operations
 - NCFE Level 3 Diploma in Customer Service
 - NCFE Level 3 Diploma in Business Administration
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Qualification dates

The qualification review date is the date by which we'll have carried out a review of the qualification.

We'll communicate changes relating to extensions to qualifications to centres.

Staffing requirements

The 2011 Assessment Strategy for Contact Centres Operations (available on the qualification page on our website) sets out the requirements for Assessors, Quality Assurers or Verifiers for this qualification.

In addition, 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 expected 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 that 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.
-

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

This is a knowledge based qualifications but learners may benefit from having access to a call centre environment, although this isn't an essential element of the qualification.

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 your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Qualification Support Packs

NCFE offers a free Qualification Support Pack (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from the NCFE website.

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 development or selecting delivery materials.

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 our dedicated qualifications website www.qualhub.co.uk.

Useful websites

Centres may find the following website helpful for materials and resources to assist with the delivery of this qualification:

- Council for Administration: www.cfa.uk.com

Training and support

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

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page on the NCFE website.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the NOS for Contact Centre Operations, currently managed by SkillsCFA.

Further information on the NOS used in this qualification can be found on the SSC website www.skillsCFA.org.

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 overview includes:

- unit title and number
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance 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 are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

For further information or guidance about this qualification please contact our Customer Support team on 0191 239 8000.

Unit 01 Principles of personal effectiveness in a contact centre (T/503/0356)

Credit value	2
Guided learning hours	14
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 know the process for improving personal effectiveness in a contact centre

The learner can:

- 1.1 list the expectations defined by the job role for working in a contact centre
 - 1.2 describe the steps in identifying development needs and improving personal effectiveness
 - 1.3 describe the steps in performance review processes
 - 1.4 describe how personal development needs are affected by changes in products, services, business processes or legislative/regulatory developments
 - 1.5 identify the types of learning resources available for improving personal effectiveness in the job role
-

Learning outcome 2

The learner will:

- 2 understand the role of a team in improving personal effectiveness in a contact centre

The learner can:

- 2.1 describe the responsibilities of self, manager and team for developing personal effectiveness
 - 2.2 explain how everyday work in a team leads to learning and personal development opportunities
 - 2.3 describe the importance of feedback on performance to the learning process
 - 2.4 explain the link between personal development and team effectiveness
-

Unit 01 Principles of personal effectiveness in a contact centre (T/503/0356) (cont'd)**Delivery and assessment**

1.1, 1.2, 1.4, 2.1, 2.2

The Assessor will observe a session or meeting using a checklist geared to the assessment criteria, provide feedback and action plan with the learner. The observation will support the learner's own reflection on the activity.

1.4, 2.1

A witness testimony can provide evidence of the learner's competence in the workplace. Testimonies can provide a clear authentic statement of how the learner is tackling the principles of personal effectiveness in a contact centre.

1.1-1.5, 2.2-2.4

Learners could include products such as job descriptions, performance review process, examples of business processes and legislative/regulatory developments.

1.1-1.4, 2.3, 2.4

Worksheets can be geared to specific assessment criteria focused on the principles of personal effectiveness in the workplace.

1.1-1.5, 2.1-2.4

Learners can be given assignments aimed at specific assessment criteria where they can explore the principles of personal effectiveness in a contact centre.

1.1-2.4

Learners have the opportunity to work with Assessors in structured, planned, in-depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

Types of evidence

Evidence could include:

- observation
- witness testimony
- learner reports
- assignments
- professional discussion.

Unit 02 Principles of health and safety in a contact centre (A/503/0360)

Credit value	1
Guided learning hours	8
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand health and safety procedures in a contact centre

The learner can:

- 1.1 explain the procedures and techniques relating to health and safety
 - 1.2 explain how health and safety legislation and/or regulation has an impact on job roles
 - 1.3 explain the importance of adhering to the manufacturer's instructions for the use of equipment and tools
-

Learning outcome 2

The learner will:

- 2 understand how to minimise health and safety risks relating to the job role in a contact centre

The learner can:

- 2.1 explain the difference between a risk and a hazard in the workplace
 - 2.2 list the types of hazard relevant to a contact centre
 - 2.3 state the actions to be taken if hazards are identified
 - 2.4 explain the importance of following health and safety procedures to minimise risk
 - 2.5 describe the importance of adhering to standards for cleanliness, tidiness, noise and the use of hazardous substances in the workplace
 - 2.6 describe the responsibilities of different roles for health, safety and the minimisation of risk
-

Unit 02 Principles of health and safety in a contact centre (A/503/0360) (cont'd)**Delivery and assessment**

1.1-1.3, 2.1, 2.4-2.6

Learners could include products such as health and safety legislation, organisation policy and practice.

1.1-2.6

Learners could take part in discussion and include evidence such as health and safety procedures and policy, risk assessments, hazards, and roles and responsibilities. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

Learners can be given oral or written questions to meet the assessment criteria/fill gaps where knowledge is not explicit. Where oral questions/answers are given, an Assessor witness statement can be provided. Alternatively, the oral questions/answers can be recorded and Assessor feedback added.

Learners can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practice to the principles of health and safety.

1.1-1.3, 2.3-2.6

Learners could be provided with a case study involving health and safety procedures and minimising risks relating to the job role in a contact centre. Learners will need to research the issues and plan, implement and evaluate possible solutions.

Learners could produce reports or presentations on their approach to health and safety within their organisation. Presentations can be focused on specific assessment criteria.

Types of evidence

Evidence could include:

- learner report
- professional discussion
- questioning
- assignments
- learner and peer reports.

**Unit 03 Principles of personal responsibilities and working in a business environment
(L/601/7638)**

Credit value	4
Guided learning hours	32
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 know the employment rights and responsibilities of the employee and employer

The learner can:

- 1.1 identify the main points of contracts of employment
- 1.2 identify the main points of legislation affecting employers and employees
- 1.3 identify where to find information on employment rights and responsibilities both internally and externally
- 1.4 describe how representative bodies can support the employee
- 1.5 identify employer and employee responsibilities for equality and diversity in a business environment
- 1.6 explain the benefits of making sure equality and diversity procedures are followed in a business environment

Learning outcome 2

The learner will:

- 2 understand the purpose of health, safety and security procedures in a business environment

The learner can:

- 2.1 identify employer and employee responsibilities for health, safety and security in a business environment
 - 2.2 explain the purpose of following health, safety and security procedures in a business environment
 - 2.3 identify ways of maintaining a safe and secure environment in a business environment
-

Unit 03 Principles of personal responsibilities and working in a business environment (L/601/7638) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand how to communicate effectively with others

The learner can:

- 3.1 describe different methods of communication
 - 3.2 explain how to choose the most appropriate method of communicating with others
 - 3.3 describe ways of actively listening
-

Learning outcome 4

The learner will:

- 4 understand how to work with and support colleagues

The learner can:

- 4.1 explain the purpose of agreeing standards for own work with others
 - 4.2 explain the purpose of taking on new challenges and adapting to change
 - 4.3 explain the purpose of treating others with honesty and consideration
-

Learning outcome 5

The learner will:

- 5 know how to plan own work and be accountable to others

The learner can:

- 5.1 explain the purpose of meeting work standards and deadlines when completing tasks
 - 5.2 identify ways of planning own work
 - 5.3 compare ways of keeping other people informed about progress
-

Unit 03 Principles of personal responsibilities and working in a business environment (L/601/7638) (cont'd)**Learning outcome 6**

The learner will:

- 6 understand the purpose of improving own performance in a business environment and how to do so

The learner can:

- 6.1 explain the purpose of continuously improving own performance in a business environment
 - 6.2 describe ways of improving own performance in a business environment
 - 6.3 identify different types of career pathways that are available
-

Learning outcome 7

The learner will:

- 7 understand the types of problems that may occur in a business environment and how to deal with them

The learner can:

- 7.1 identify the types of problems that may occur in a business environment
 - 7.2 explain ways of dealing with problems that may occur in a business environment
 - 7.3 explain how and when to refer problems to relevant colleagues
-

Unit 03 Principles of personal responsibilities and working in a business environment (L/601/7638) (cont'd)

Delivery and assessment
<p>1.1-2.3, 4.1-6.3 Learners could include products such as employment contract, employment legislation, employment rights, information re representative bodies, equality and diversity legislation, organisation policy and procedure re equality and diversity, appraisal procedure and personal action plan.</p>
<p>1.1-3.3, 7.1-7.3 Learners could be provided with a case study focusing on employment rights and responsibilities, health, safety and security, communication issues, and other problems that might occur in a business environment. Learners will need to research the issues and plan, implement and evaluate possible solutions.</p>
<p>1.1-5.3 Learners can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practice to the principles of personal responsibilities and working in a business environment.</p>
<p>1.1-7.3 Learners could take part in discussion and include evidence such as contracts of employment, health and safety policy, communication policy, action plans, organisation structure, mind-mapping and other relevant notes. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.</p> <p>Learners can be given oral or written questions to meet the assessment criteria/fill gaps where knowledge is not explicit. Where oral questions/answers are given, an Assessor witness statement can be provided. Alternatively, the oral questions/answers can be recorded and Assessor feedback added.</p> <p>Learners have the opportunity to work with Assessors in structured, planned, in-depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • project or assignment • assignment • professional discussion • questioning.

Unit 04 Principles of using systems and technology in a contact centre (Y/503/0365)

Credit value	3
Guided learning hours	21
Level	2
Mandatory/optional	Optional
Barred units	This unit is barred against T/503/0373

Learning outcome 1

The learner will:

- 1 know how to use features of systems and technology to handle customer contacts in a contact centre

The learner can:

- 1.1 describe the purpose of a contact distribution system and how it works
 - 1.2 state procedures for accessing customer information and customer contact handling
 - 1.3 describe how to adjust individual system settings to facilitate communication with customers
 - 1.4 describe the functionality of a contact distribution system that facilitates customer service
-

Learning outcome 2

The learner will:

- 2 understand contact centre systems and technology

The learner can:

- 2.1 describe the customer and contact information needed to produce work plans
 - 2.2 describe the features of systems used to produce customer information and contact handling reports
 - 2.3 explain the importance of checking reports before distribution
 - 2.4 explain the benefits of systems and technology to customers and contact centres
-

Unit 04 Principles of using systems and technology in a contact centre (Y/503/0365) (cont'd)**Delivery and assessment**

1.1-2.4

The Assessor will observe a meeting or training session using a checklist geared to the assessment criteria, provide feedback and action plan with the learner. The observation will support the learner's own reflection on the activity.

A witness testimony can provide evidence of the learner's competence in the workplace. Testimonies can provide a clear authentic statement of how the learner is tackling the principles of using systems and technology in a contact centre.

Learners have the opportunity to work with Assessors in structured, planned, in-depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

Learners could include products such as organisation systems and procedures in relation to systems and technology.

Learners can be given oral or written questions to meet the assessment criteria/fill gaps where knowledge is not explicit. Where oral questions/answers are given, an Assessor witness statement can be provided. Alternatively, the oral questions/answers can be recorded and Assessor feedback added.

Learners could produce reports or presentations on their approach to the principles of using systems and technology in a contact centre.

Types of evidence

Evidence could include:

- Assessor observation
- witness testimony
- professional discussion
- projects or assignments
- questioning
- learner reports.

Unit 05 Principles and processes of systems and technology in a contact centre (T/503/0373)

Credit value	4
Guided learning hours	26
Level	3
Mandatory/optional	Optional
Barred units	This unit is barred against Y/503/0365

Learning outcome 1

The learner will:

- 1 understand how to design reports in a contact centre

The learner can:

- 1.1 explain how to identify metrics to be included in reports
 - 1.2 explain what needs to be included in reports
 - 1.3 describe standards and guidelines for the presentation of reports
-

Learning outcome 2

The learner will:

- 2 understand how to optimise performance in a contact centre through systems and technology

The learner can:

- 2.1 explain how coaching/buddying activities improve colleagues' use of systems and technology
 - 2.2 explain the effects of alterations to applications and systems
 - 2.3 explain how routing rules can be adjusted to meet changing priorities and resources
 - 2.4 explain how to identify data flow changes and why this is important
-

Learning outcome 3

The learner will:

- 3 understand the use of contact centre systems and technology

The learner can:

- 3.1 describe how systems and technology address changes resulting from legislation and regulation
 - 3.2 explain parameters for system configuration
 - 3.3 explain the importance of predictive contact queuing to efficient operations
-

Unit 05 Principles and processes of systems and technology in a contact centre (T/503/0373) (cont'd)

Delivery and assessment

1.1-3.3

Learners can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practice to the principles and processes of systems and technology in a contact centre.

Learners could produce reports or presentations on their approach to the principles and processes of using systems and technology in a contact centre.

Worksheets can be geared to specific assessment criteria focused on the principles and processes of using systems and technology in a contact centre.

Learners could hold observed team meetings and/or training sessions and/or role play activities focusing on designing reports, optimising performance and using contact centre systems and technology. Assessor witness statements and peer evaluations could support the learner activity.

Learners could be provided with a case study focusing on designing reports, improving performance, and/or understanding the use of systems and technology. Learners will need to research the issues and plan, implement and evaluate possible solutions.

Learners could take part in discussion and include evidence such as sample reports, routing rules, data flow diagrams, legislation and regulation pertinent to the use of systems and technology, notes made or presentations made as a result of the discussion. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

Types of evidence

Evidence could include:

- projects or assignments
- learner and peer reports
- projects or assignments
- simulated activity
- professional discussion.

Unit 06 Principles of communication and customer service in a contact centre (L/503/0377)

Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional	Optional
Barred units	This unit is barred against F/503/0389

Learning outcome 1

The learner will:

- 1 know the rules of communication and customer service in a contact centre

The learner can:

- 1.1 describe procedures for greeting and identifying customers and closing and recording customer contact
 - 1.2 describe the regulatory requirements for dealing with customers
 - 1.3 describe what is meant by a 'service offer'
 - 1.4 describe how the service offer is communicated to customers
-

Learning outcome 2

The learner will:

- 2 understand how to deliver customer service through a contact centre

The learner can:

- 2.1 explain the features and benefits of products and/or services offered or supported by a contact centre
 - 2.2 explain why it is important to identify and confirm customers' needs
 - 2.3 explain how to make matches to products and/or services from information provided by customers
 - 2.4 explain the importance of informing customers of what is happening and the reasons for any constraints or limitations
 - 2.5 explain the techniques for establishing a rapport with customers
-

**Unit 06 Principles of communication and customer service in a contact centre (L/503/0377)
(cont'd)**

Learning outcome 3

The learner will:

- 3 know how to communicate with internal or external customers in written or electronic form in a contact centre

The learner can:

- 3.1 describe how to identify when a customer would benefit from written or electronic communication
 - 3.2 describe the importance of adhering to guidelines for written or electronic communications
 - 3.3 describe how the language used in written or electronic communication affects customers' attitudes
 - 3.4 describe the importance of proofreading before sending written or electronic communications
-

Unit 06 Principles of communication and customer service in a contact centre (L/503/0377) (cont'd)

Delivery and assessment

1.2-1.4, 2.1, 2.3, 3.2-3.4

Learners could include regulatory requirements for dealing with customers and organisational processes and procedures.

1.1-3.4

Learners could produce reports or presentations on their approach to the principles of communication and customer service in a contact centre.

Learners can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practice to the principles of communication and customer service in a contact centre.

Learners could take part in discussion and include evidence such as procedures for greeting and identifying customers and closing and recording customer contact, examples of 'service offers', techniques for establishing rapport with customers, communication policy. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

1.1, 1.3, 2.1, 2.3-2.5, 3.3, 3.4

Learners could be provided with a case study exploring the rules of communication and customer service, the importance of identifying customer need, techniques for establishing a rapport with customers. Learners will need to research the issues and plan, implement and evaluate possible solutions.

Learners could hold observed team meetings and/or training sessions and/or role play activities focusing on procedures for greeting and identifying customers, closing and recording the customer contract, explaining the 'service offer', explaining aspects of customer service and describing communication strategy and implementation. Assessor witness statements and peer evaluations could support the learner activity.

Types of evidence

Evidence could include:

- Learner and peer reports
- assignments
- professional discussion
- project
- simulated activity.

Unit 07 Principles of selling in a contact centre (M/503/0386)

Credit value	2
Guided learning hours	14
Level	2
Mandatory/optional	Optional
Barred units	This unit is barred against J/503/0393

Learning outcome 1

The learner will:

- 1 know the process of selling in a contact centre

The learner can:

- 1.1 describe procedures for greeting and identifying customers, authorising payment and closing and recording customer contacts
 - 1.2 describe the regulatory requirements for selling to customers
 - 1.3 describe what is meant by a "service offer"
 - 1.4 describe how the service offer is communicated to customers
-

Learning outcome 2

The learner will:

- 2 understand the use of information for sales activities in a contact centre

The learner can:

- 2.1 describe the information needed about products and/or services needed to support sales activities
 - 2.2 explain how to obtain sufficient information from customers to enable a sale
 - 2.3 explain the link between product and/or service and customer information and sales opportunities
 - 2.4 explain how to find new customers for products and/or services
-

Unit 07 Principles of selling in a contact centre (M/503/0386) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand how to make sales through a contact centre

The learner can:

- 3.1 describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported
 - 3.2 explain why it is important to identify and confirm customers' needs
 - 3.3 explain how to make matches to products and/or services from information provided by customers
 - 3.4 explain the importance of informing customers of what is happening and the reasons for any constraints or limitations
 - 3.5 explain the techniques for establishing a rapport with customers
 - 3.6 explain how to up-sell and cross-sell
-

Unit 07 Principles of selling in a contact centre (M/503/0386) (cont'd)**Delivery and assessment**

1.2-1.4, 2.1, 2.3, 2.4

Learners could include products such as organisation procedures, regulatory requirements, eg of 'service offer' in relation to the principles of selling.

1.1-3.6

Learners can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practice to the principles of selling in a contact centre.

Learners could take part in discussion and include evidence such as procedures for greeting and identifying customers and closing and recording customer contacts, examples of 'service offers', how to use information for sales activities and how to make sales through a contact centre. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

Learners can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions/answers are given, an Assessor witness statement can be provided. Alternatively, the oral questions/answers can be recorded and Assessor feedback added.

Learners could be provided with a case study exploring the principles of selling. Learners will need to research the issues and plan, implement and evaluate possible solutions.

1.1, 1.3, 1.4, 2.1-2.3, 3.1, 3.3-3.6

Learners could hold observed team meetings and/or training sessions and/or role play activities focusing on procedures for selling, greeting and identifying customers and closing and recording the customer contract, explaining the 'service offer', explaining the use of information for sales activities and how to make sales through a contact centre. Assessor witness statements and peer evaluations could support the learner activity.

Types of evidence

Evidence could include:

- project
- assignments
- professional discussion
- questioning
- simulated activity.

Unit 08 Principles of customer service in a contact centre (F/503/0389)

Credit value	4
Guided learning hours	26
Level	3
Mandatory/optional	Optional
Barred units	This unit is barred against L/503/0377

Learning outcome 1

The learner will:

- 1 understand customer service in a contact centre

The learner can:

- 1.1 describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported
 - 1.2 explain how organisational and regulatory requirements affect the delivery of customer service
 - 1.3 describe the importance of having customer service aims, objectives and service offers
 - 1.4 explain how to design Key Performance Indicators (KPIs)
-

Learning outcome 2

The learner will:

- 2 understand how to resolve issues in customer service in a contact centre

The learner can:

- 2.1 explain how and why customer service issues are escalated
 - 2.2 explain how to validate customers' identity
 - 2.3 explain the techniques for establishing a rapport with customers
 - 2.4 explain how to balance the needs of the organisation with those of customers when resolving customer service issues
 - 2.5 explain the importance of informing customers of what is happening and the reasons for any constraints or limitations
-

Unit 08 Principles of customer service in a contact centre (F/503/0389) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand how to monitor customer service performance and compliance within a contact centre

The learner can:

- 3.1 describe the scope of what needs to be monitored in customer service performance and compliance
 - 3.2 explain the use of Key Performance Indicators (KPIs) in testing the quality of customer service delivery
 - 3.3 describe how to validate monitoring data
 - 3.4 explain how to analyse monitoring data to identify areas for enhancement
 - 3.5 describe who needs to be informed of monitoring results and why
-

Learning outcome 4

The learner will:

- 4 understand how to communicate verbally and in written or electronic form with customers referred by others in a contact centre

The learner can:

- 4.1 explain the need for procedures and guidelines for verbal and written communications
 - 4.2 explain how to adapt the use of language to meet customers' needs
 - 4.3 explain the strengths and weaknesses of verbal and written communications
 - 4.4 explain how to identify inadequacies in the standard of colleagues' communications with customers
-

Unit 08 Principles of customer service in a contact centre (F/503/0389) (cont'd)**Delivery and assessment**

1.2-1.4, 2.2, 2.4, 3.1-3.5, 4.1

Learners could include products such as organisational and regulatory requirements, organisation policy and procedures, and KPIs, in relation to the principles of customer service.

1.1-4.4

Learners could produce reports or presentations on their approach to the principles of customer service in a contact centre.

Learners could take part in discussion and include evidence such as understanding customer service, resolving issues, monitoring performance and compliance, and how to communicate effectively with customers in a contact centre. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

Learners could be provided with a case study exploring the principles of customer service. Learners will need to research the issues and plan, implement and evaluate possible solutions.

1.1, 1.3, 1.4, 2.1-2.3, 3.1, 3.3-3.6

Learners could hold observed team meetings and/or training sessions and/or role play activities focusing on the principles of customer service, explaining the services offered to customers, how and why issues are escalated, and techniques for establishing rapport with customers, exploring aspects of verbal and written communication with customers in a contact centre. Assessor witness statements and peer evaluations could support the learner activity.

1.1-1.4, 2.1-2.5

A witness testimony can provide evidence of the learner's competence in the workplace. Testimonies can provide a clear authentic statement of how the learner is tackling the principles of customer service in a contact centre.

Types of evidence

Evidence could include:

- assignments
- learner report
- professional discussion
- simulated activity
- witness testimony.

Unit 09 Principles of sales activities and customer support in a contact centre (J/503/0393)

Credit value	4
Guided learning hours	24
Level	3
Mandatory/optional	Optional
Barred units	This unit is barred against M/503/0386

Learning outcome 1

The learner will:

- 1 understand the process of selling in a contact centre

The learner can:

- 1.1 explain the information needed to prepare for sales activities
 - 1.2 describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported
 - 1.3 describe the impact of legislation on selling
 - 1.4 explain how to offer options to customers by linking wishes and needs to products and/or services
 - 1.5 explain techniques to adapt sales styles to mirror customers' behaviour
 - 1.6 explain techniques for overcoming customers' objections and questions
 - 1.7 explain techniques for closing the sale
 - 1.8 explain techniques for up-selling and cross-selling
 - 1.9 describe procedures for authorisation of payment and recording customers' orders
-

Learning outcome 2

The learner will:

- 2 understand the use of contact centre sales data

The learner can:

- 2.1 explain how sales data should be collated to enable data manipulation
 - 2.2 describe current market and customer trends
 - 2.3 explain analysis techniques to compare performance against benchmarks
 - 2.4 explain how the results will be used to inform sales plans
-

**Unit 09 Principles of sales activities and customer support in a contact centre (J/503/0393)
(cont'd)****Learning outcome 3**

The learner will:

- 3 understand how to lead a sales team in a contact centre

The learner can:

- 3.1 explain how to identify sales activities that are capable of fulfilling a sales plan
 - 3.2 explain how to set stretching but realistic and achievable targets
 - 3.3 explain how to monitor team performance toward targets
 - 3.4 explain how to identify opportunities for improving sales performance
 - 3.5 explain how advice and support for colleagues increases their understanding of sales-related requirements
 - 3.6 explain the importance of setting a good example and encouraging colleagues
-

Learning outcome 4

The learner will:

- 4 understand customer complaints and non-compliance issues in a contact centre

The learner can:

- 4.1 describe the stages for dealing with customer complaints
 - 4.2 explain what constitutes non-compliance with legal and regulatory requirements
 - 4.3 explain the implications of non-compliance with legal and regulatory requirements
 - 4.4 explain the importance of complying with breaches of service offers and the impact of non-compliance
 - 4.5 explain the impact of non-compliance with a service offer
-

Unit 09 Principles of sales activities and customer support in a contact centre (J/503/0393) (cont'd)

Delivery and assessment

1.3, 2.1-2.4, 3.1-3.6, 4.1-4.5

Learners could include products such as legislative information re selling, organisation complaints procedure, non-compliance procedure, sales performance and targets, sales plans, spreadsheets, cash-flow forecasts, profit projections.

1.1-4.5

A witness testimony can provide evidence of the learner's competence in the workplace. Testimonies can provide a clear authentic statement of how the learner is tackling the principles of sales activities and customer support in a contact centre.

The Assessor could observe a meeting or training session using a checklist geared to the assessment criteria, provide feedback and action plan with the learner. The observation will support the learner's own reflection on the activity.

Learners could take part in discussion and include evidence such as understanding the process of selling, understanding the use of sales data, understanding how to lead a sales team, and understanding customer complaints and non-compliance issues. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

Learners can be given oral or written questions to meet the assessment criteria/fill gaps where knowledge is not explicit. Where oral questions/answers are given, an Assessor witness statement can be provided. Alternatively, the oral questions/answers can be recorded and Assessor feedback added.

1.4-1.9, 3.5, 3.6

Learners could hold observed team meetings and/or training sessions and/or role play activities focusing on the principles of sales activities and customer support. Assessor witness statements and peer evaluations could support the learner activity.

Types of evidence

Evidence could include:

- assignment
- witness testimony
- Assessor observation
- professional discussion
- simulated activity
- questioning.

Unit 10 Principles of handling incidents through a contact centre (M/503/0405)

Credit value	3
Guided learning hours	18
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 know the standards and procedures for dealing with incidents through a contact centre

The learner can:

- 1.1 describe the standards and procedures for handling incidents
 - 1.2 describe techniques for controlling conversations with contacts
 - 1.3 describe how to prioritise reported incidents
 - 1.4 describe the information needs of those taking action over incidents
 - 1.5 describe why and to whom to escalate incident responses
-

Learning outcome 2

The learner will:

- 2 understand how to use contact centre communications systems to deploy incident management resources

The learner can:

- 2.1 explain how to choose the most efficient means to communicate with those dealing with the incident
 - 2.2 explain the agreed conventions of wording, codes, style and approach for different media options
-

Unit 10 Principles of handling incidents through a contact centre (M/503/0405) (cont'd)

Learning outcome 3

The learner will:

- 3 understand how to deal with incidents reported to a contact centre

The learner can:

- 3.1 describe the impact of regulation or legislation on incident management
 - 3.2 explain the use of decision trees
 - 3.3 explain the basis on which incidents should be escalated
 - 3.4 describe the limitations of the instructions and advice that can be passed on to someone reporting an incident
 - 3.5 describe the type and extent of resources available to deal with incidents
-

Unit 10 Principles of handling incidents through a contact centre (M/503/0405) (cont'd)**Delivery and assessment**

1.1, 1.3-1.5, 2.2, 3.1, 3.3, 3.5

Learners could include products such as organisation standards and procedures for handling incidents, incident reports, media options in relation to reported incidents, regulation and legislation re incident management, decision trees.

1.1-3.5

Learners have the opportunity to work with Assessors in structured, planned, in-depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

A witness testimony can provide evidence of the learner's competence in the workplace. Testimonies can provide a clear authentic statement of how the learner is tackling the principles of handling incidents through a contact centre.

Learners could be provided with a case study exploring the principles of handling incidents through a contact centre. Learners will need to research the issues and plan, implement and evaluate possible solutions.

Learners can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an Assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and Assessor feedback added.

1.2, 1.3-1.5, 3.3-3.5

Learners could hold observed team meetings and/or training sessions and/or role play activities focusing on the principles of handling incidents. Assessor witness statements and peer evaluations could support the learner activity.

Types of evidence

Evidence could include:

- assignment
- professional discussion
- witness testimony
- simulated activity
- questioning.

Unit 11 Principles of legal, regulatory and ethical requirements of a contact centre (F/503/0411)

Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 understand an organisation's procedures for dealing with legal, regulatory and ethical requirements in a contact centre

The learner can:

- 1.1 describe an organisation's procedures for raising legal, regulatory and ethical concerns
 - 1.2 explain the scope of legal, regulatory and ethical requirements in a contact centre
 - 1.3 explain how the legal, regulatory and ethical requirements relate to a contact centre
 - 1.4 describe internal and external sources of information on legal, regulatory and ethical requirements
 - 1.5 explain how an "ethical approach" affects a contact centre
 - 1.6 explain the importance of contract law in a contact centre
-

Learning outcome 2

The learner will:

- 2 understand the legal, regulatory and ethical limits of contact centre work

The learner can:

- 2.1 explain the legal, regulatory and ethical requirements relevant to the role
 - 2.2 describe the potential consequences of not complying with legal, regulatory or ethical requirements
 - 2.3 explain the importance of working within the limits of the role, responsibilities and authority
 - 2.4 explain the process for reporting legal, regulatory and ethical concerns
 - 2.5 explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations
-

Unit 11 Principles of legal, regulatory and ethical requirements of a contact centre (F/503/0411) (cont'd)

Delivery and assessment

1.1-2.5

Learners could include products such as regulatory information and organisation policy and procedures for dealing with the legal, regulatory and ethical requirements of a contact centre.

Learners could produce reports or presentations on their approach to the principles of legal, regulatory and ethical requirements of a contact centre.

Learners have the opportunity to work with Assessors in structured, planned, in-depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

A witness testimony can provide evidence of the learner's competence in the workplace. Testimonies can provide a clear authentic statement of how the learner is tackling the principles of legal, regulatory and ethical requirements of a contact centre.

Learners could take part in discussion including ethical approaches, the importance of contract law, working within the limits of role responsibilities and the importance of clear communication. Information from the discussion could be evidenced against the criteria by observation by the Assessor and/or learners presenting their work with Assessor feedback added.

Learners could be provided with a case study exploring the principles of legal, regulatory and ethical requirements of a contact centre. Learners will need to research the issues and plan, implement and evaluate possible solutions.

Types of evidence

Evidence could include:

- product
- learner and peer reports
- professional discussion
- witness testimony
- assignment.

Section 3

Assessment and quality assurance

Assessment and quality assurance

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 2 Certificate in Contact Centre Operations is internally assessed and externally quality assured.

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.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

Internal assessment tasks must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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 Quality Assurer.

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 Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers 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 Quality Assurer 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 Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

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

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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 quality assurance 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.

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***