

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY



Contents

Section 1	Overview of the policy	2
Subsection 1.1	Scope of the policy	2
Subsection 1.2	Purpose of the policy	2
Subsection 1.3	Location of the policy	2
Subsection 1.4	Communication of the policy	2
Subsection 1.5	Review of the policy	2
Section 2	Defining reasonable adjustments and special considerations	3-5
Subsection 2.1	Overview	3
Subsection 2.2	Reasonable adjustments	3
Subsection 2.3	Special Considerations	4
Subsection 2.4	Making reasonable adjustments	4-5
Section 3	Our centre's roles and responsibilities	6-10
Subsection 3.1	Internal assessment	6
Subsection 3.2	External assessment	6
Subsection 3.3	Delegated responsibilities to centres	6
Subsection 3.4	Reasonable adjustment arrangement applications to NCFE	10
Subsection 3.5	Our role and responsibilities	11
Subsection 3.6	Evidence requirements	11
Section 4	Special considerations for both internal and external assessment	12
Subsection 4.1	Internal assessment	12
Subsection 4.2	External assessment	12
Subsection 4.3	Applying for special considerations	12
Subsection 4.4	Our role and responsibilities	13
Section 5	General information	14
Subsection 5.1	Confidentiality	14
Subsection 5.2	Other arrangements not covered by this policy	14
Subsection 5.3	Appeals	14
Subsection 5.4	Using this policy	14
Section 6	Your NCFE contact for this policy	14

Section 1 – Overview of the policy

1.1 Scope of the policy

This policy is aimed at our customers, including candidates, who're using the products and services shown below and who submit requests for reasonable adjustments and special considerations:

- ◆ National Qualifications
- ◆ National Awards
- ◆ National Partnership Awards
- ◆ Centre-devised courses accredited under our customised award service and Investing in Quality licence.

1.2 Purpose of the policy

The purpose is to set out the steps you follow when implementing reasonable adjustments and special considerations and the service we provide for some of these arrangements.

1.3 Location of the policy

You can download copies of the policy from our website: www.ncfe.org.uk or request copies from our Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk. We've also signposted the policy in our *Candidate Learning Log*, which is available to use for each NCFE Qualification and Credit Framework (QCF) qualification, in our *Candidate Information Pack* which can be used for our national awards and in our *NCFE Centre Support Guide*. These documents are available from our website or our Centre Support team.

1.4 Communication of the policy

It's important that both your personnel involved in the management, assessment and quality assurance of our programmes and your candidates studying our programmes are fully aware of the contents of the policy. Please ensure that you've made your colleagues and candidates aware of the policy. On their centre visits, our External Moderators, External Verifiers and Quality Advisors may check that you've not only received the policy but also made your relevant colleagues and candidates aware of its contents and purpose.

1.5 Review of the policy

We'll review the policy annually and revise it as and when required in response to customer and stakeholder feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation. We reserve the right to amend the policy as and when necessary. Our review of the policy will ensure that our procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgements.

We'll consider issues raised by you with respect to reasonable adjustments and special considerations in the on-going development of this policy and our products and services.

Section 2 – Defining reasonable adjustments and special considerations

2.1 Overview

We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our candidates and to provide equal reasonable adjustments and special considerations for all candidates registered on our programmes. Consequently, as an approved centre, we expect you to have an anti-discriminatory access to assessment policy in operation, which reflects the following principles and guidelines.

Assessment should be a fair test of candidates' knowledge and what they're able to do, however, for some candidates the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar candidates from taking our qualifications.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- ◆ candidates have a permanent disability or specific learning needs
- ◆ candidates have a temporary disability, medical condition or learning needs
- ◆ candidates are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that candidates receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for candidates, nor advantages to give candidates a head start.

There are 2 ways in which access to fair assessment can be maintained:

- ◆ through reasonable adjustments and
- ◆ through special considerations.

2.2 Reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- ◆ changing standard assessment arrangements, for example allowing candidates extra time to complete the assessment activity
- ◆ adapting assessment materials, such as providing materials in Braille
- ◆ providing access facilitators during assessment, such as a sign language interpreter or a reader
- ◆ re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work.

Awarding organisations and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

2.3 Special considerations

Special considerations can be applied after an assessment if there was a reason the candidate may have been disadvantaged during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Candidates cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty. Candidates must declare their needs prior to the assessment period and all necessary reasonable adjustments arrangements must have been implemented by you before the time of their assessment.

Special consideration should not give the candidate an unfair advantage. The candidate's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the candidate, but will always be a minor adjustment as to do more may jeopardise the standard.

Where an assessment requires a competence, criterion or standard to be met fully, or in the case of qualifications that confer a Licence to Practise, it may not be possible to apply special consideration. In some circumstances it may be more appropriate to offer the candidate an opportunity to retake the assessment at a later date or to extend the registration period so that the candidate has more time to complete the assessment activity.

2.4 Making reasonable adjustments

Adjustments to assessments:

- ◆ should not invalidate the assessment requirements of the qualification
- ◆ should not give the candidates an unfair advantage
- ◆ should reflect the candidate's normal way of working
- ◆ should be based on the individual need of the candidate.

These principles should be followed when making decisions about a candidate's need for adjustments to assessment.

All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without compromising the assessment criteria.

When considering whether an adjustment to assessment is appropriate, awarding organisations and centres need to bear in mind the following:

- ◆ Candidates should potentially be able to achieve the assessment requirements. Adjustments to assessment should not compensate the candidate for lack of knowledge and skills. The candidate must be able to cope with the content of the assessment and be able to work at the level required for the assessment
- ◆ Any adjustment to assessment must not invalidate the assessment requirements of the qualification/award or the requirements of the assessment strategy. Competence standards should not be altered. While vocational awarding organisations should take all reasonable steps to ensure that candidates with a disability or difficulty are not placed at a substantial disadvantage in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. All candidates' performance will be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each candidate has an equal opportunity to demonstrate what they know and can do.
- ◆ Any adjustment to assessment mustn't give the candidate an unfair advantage nor should it disadvantage the candidate. The qualification of a candidate who has had an adjustment to assessment must have the same credibility as that of any other candidate. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.
- ◆ Any adjustment to assessment must be based on the individual need of the candidate. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual candidate, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. Centres should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the candidate. Candidates should be consulted throughout the process.
- ◆ Any adjustment to assessment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate should have experience of and practice in the use of the adjustment.

Section 3 – Our centre’s roles and responsibilities

3.1 Internal assessment

Arrangements for reasonable adjustments for the internal assessment must ensure that the resulting candidate’s evidence:

- ◆ meets the performance criteria
- ◆ is assessable
- ◆ is capable of internal verification/moderation and external verification/moderation.

In cases where you’ve made arrangements for reasonable adjustments for a candidate to complete the internal assessment component, please make the details available to our External Moderators, External Verifiers or Quality Advisors during their centre visit.

3.2 External assessment

For candidates completing external assessments, you’ll need to record the details of these arrangements on the Invigilator’s Register and return it to us with the external assessment papers. For further information about the return of external assessment papers, please refer to our Regulations for the Conduct of External Assessment which is available to download from our website (www.ncfe.org.uk) or on request from our Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

3.3 Delegated responsibilities to our centres

The following arrangements may be implemented by you for both the internal and external assessment components **without prior application to us. If you implement any arrangements for the internal assessment please ensure they’re clearly referenced so the External Moderator, External Verifier or Quality Advisor can see this when they visit.** Please note that there are certain restrictions regarding arrangements for specific Key and Basic Skills and Functional Skills qualifications - these have been referenced under each category below.

3.3.1 Services for candidates who have a learning difficulty eg dyslexia

- ◆ Use of a reader
- ◆ Use of a scribe
- ◆ Use of audio-cassettes
- ◆ Use of a speech synthesiser
- ◆ Use of word-processing or transcription packages/typewriters (except where hand writing is an assessment objective)
- ◆ Use of coloured overlays

Only a scribe and coloured overlays are permitted for candidates completing the following qualifications:

- ◆ Level 1 Key Skills in Communication (100/0802/0)
- ◆ Level 2 Key Skills in Communication (100/0803/2)

- ◆ Level 1 Certificate in Adult Literacy (100/2029/9)
- ◆ Level 2 Certificate in Adult Literacy (100/2030/5)

3.3.2 Services for candidates who have a hearing impairment

- ◆ Use of a communicator/interpreter
- ◆ Use of mechanical/electronic aids
- ◆ Use of any other suitable aids (recommended by a teacher of the hearing impaired)

The above arrangements are **not** permitted for candidates completing the following qualifications:

- ◆ Level 1 Key Skills in Communication (100/0802/0)
- ◆ Level 2 Key Skills in Communication (100/0803/2)
- ◆ Level 1 Certificate in Adult Literacy (100/2029/9)
- ◆ Level 2 Certificate in Adult Literacy (100/2030/5)

3.3.3 Services for candidates who have a visual impairment

- ◆ Use of a reader
- ◆ Use of a scribe
- ◆ Use of mechanical/electronic aids (e.g. audiotape, speech synthesiser)
- ◆ Use of coloured overlays

Only a scribe and coloured overlays are permitted for candidates completing the following qualifications

- ◆ Level 1 Key Skills in Communication (100/0802/0)
- ◆ Level 2 Key Skills in Communication (100/0803/2)
- ◆ Level 1 Certificate in Adult Literacy (100/2029/9)
- ◆ Level 2 Certificate in Adult Literacy (100/2030/5)

3.3.4 Services for candidates who have a permanent physical impairment

- ◆ Use of a reader
- ◆ Use of a scribe and/or interpreter
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks

Only a scribe is permitted for candidates completing the following qualifications:

- ◆ Level 1 Key Skills in Communication (100/0802/0)
- ◆ Level 2 Key Skills in Communication (100/0803/2)
- ◆ Level 1 Certificate in Adult Literacy (100/2029/9)
- ◆ Level 2 Certificate in Adult Literacy (100/2030/5)

3.3.5 Services for candidates who have a medical condition or temporary injury

- ◆ Use of a reader and/or scribe and/or interpreter
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks

3.3.6 Service for candidates whose first language is not English, Gaelic or Welsh

- ◆ Use of a bilingual dictionary (book form only; not electronic dictionaries or translators)

The above arrangements are **not** permitted for candidates completing the following qualifications:

- ◆ Level 1 Key Skills in Communication (100/0802/0)
- ◆ Level 2 Key Skills in Communication (100/0803/2)
- ◆ Level 1 Certificate in Adult Literacy (100/2029/9)
- ◆ Level 2 Certificate in Adult Literacy (100/2030/5)

Please note that candidates whose first language **is** English, Gaelic or Welsh are not permitted to use a bilingual dictionary for any NCFE qualification.

3.3.7 Services for candidates sitting Functional Skills assessments

***please note arrangements put in place must reflect the candidate's normal way of working**

Additional information about Functional Skills access arrangements can be found within the Functional Skills criteria issued by Ofqual, and in chapter 8 of the JCQ Access Arrangements, Reasonable Adjustments and Special Considerations document.

Candidates sitting Functional Skills qualifications alongside GCSE/GCE qualifications

If your candidate has been approved for an access arrangement via the Access arrangements online system for a GCSE or GCE qualification, NCFE will honour this approval for the Functional Skills qualifications. However the access arrangement must also be permitted for the particular Functional Skills qualifications, as outlined below.

You must hold evidence of this approval against the individual candidate at your centre, should any NCFE External Contractor request to see it.

Access arrangements permitted for Functional Skills qualifications without prior notification or request to NCFE

Entry Levels 1, 2 and 3, and Level 1 and 2 ICT

- ◆ 25% extra time
- ◆ Use of a reader
- ◆ Use of a scribe
- ◆ Use of a communicator/interpreter (including British Sign Language)
- ◆ Use of word-processing or transcription packages/typewriters (except where hand writing is an assessment objective)
- ◆ Use of coloured overlays
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks (although the assistant can't perform any tasks on behalf of the candidate for which the candidate would receive marks)

Entry Levels 1, 2 and 3, and Level 1 and 2 Mathematics

- ◆ 25% extra time
- ◆ Use of a reader

- ◆ Use of a scribe
- ◆ Use of a communicator/interpreter (including British Sign Language)
- ◆ Use of word-processing or transcription packages/typewriters (except where hand writing is an assessment objective)
- ◆ Use of coloured overlays
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks (although the assistant can't perform any tasks on behalf of the candidate for which the candidate would receive marks)

Entry Levels 1, 2 and 3, and Level 1 and 2 English (Reading)

- ◆ 25% extra time
- ◆ Use of a dictionary or bilingual dictionary
- ◆ Use of a scribe
- ◆ Use of a computer/screen reader
- ◆ Use of word-processing or transcription packages/typewriters
- ◆ Use of coloured overlays
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks (although the assistant can't perform any tasks on behalf of the candidate for which the candidate would receive marks)

Entry Levels 1, 2 and 3, and Level 1 and 2 English (Writing)

- ◆ 25% extra time
- ◆ Use of a dictionary or bilingual dictionary
- ◆ Use of a reader
- ◆ Use of a computer/screen reader
- ◆ Use of a communicator/interpreter (including British Sign Language)
- ◆ Use of word-processing or transcription packages/typewriters
- ◆ Use of coloured overlays
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks (although the assistant can't perform any tasks on behalf of the candidate for which the candidate would receive marks)

Entry Levels 1, 2 and 3, and Level 1 and 2 English (Speaking, Listening and Communication)

- ◆ 25% extra time
- ◆ Use of a dictionary or bilingual dictionary
- ◆ Use of a reader
- ◆ Use of a computer/screen reader
- ◆ Use of sign language (permitted as an alternative to English, although must be accessible to all participants during discussions)
- ◆ Use of an assistant in practical tasks (although the assistant can't perform any tasks on behalf of the candidate for which the candidate would receive marks)

3.3.8 Change in the organisation of the assessment room

Minor changes to the organisation of the assessment room may benefit some candidates with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties. For example:

- ◆ visually impaired candidates may benefit from sitting near a window so that they have good lighting

- ◆ hearing impaired candidates may benefit from being seated near the front of the room
- ◆ removing visual/noise stimuli, such as a ticking clock, from the room.

3.3.9 Service for candidates who require extra time and/or rest breaks

Except where performance within a specific timescale is an assessment objective, you are empowered to grant additional time up to a maximum of 25% of external assessment time, and/or rest breaks, to candidates with particular requirements and with appropriate evidence of need. You can manage this yourself and don't need to inform NCFE beforehand although it does need to be noted on the Invigilator's Register which you return to NCFE after the external assessment. If the candidate requires more than 25% extra time you'll need to complete the request form and return it to NCFE before the assessment.

3.3.10 Service for candidates who require separate supervision or invigilation

Arrangements for the separate supervision of any candidate may be made at your discretion. Any invigilation arrangements for such candidates should not advantage or disadvantage these candidates over other candidates.

Please note anyone who assists in implementing reasonable adjustments during an assessment, such as a reader, scribe or interpreter, can be employed by the centre but should not be involved in the course delivery.

3.4 Reasonable adjustment arrangements applications to NCFE

If you need to put any arrangements in place which are above and beyond what is described above you'll need our approval. To do this, please complete our 'Request for Reasonable Adjustments' form which is available on our website: www.ncfe.org.uk, or on request from our Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk. Then send your completed form and accompanying evidence to our Centre Support team. Alternatively, you can submit your own report accompanied with relevant supporting evidence.

Each request should indicate the:

- ◆ nature of the candidate's disability/learning need
- ◆ special assessment arrangements requested
- ◆ supporting evidence or a copy of the evidence.

Remember that you should submit a request for a candidate who requires a reasonable adjustment that isn't delegated to centres **each time** that candidate is going to sit an external assessment or needs internal assessment materials modified, regardless of any previous requests you've have made for the same candidate.

3.4.1. Notification timescales

For reasonable adjustments that we don't delegate to you, you'll need to complete the form and send it to us at least 10 working days before your candidate needs the Candidate Learning Log, NCFE mandatory workbook, supporting materials or sits either an online or paper based external assessment. We do need a bit more notice for some requests:

- ◆ at least 15 working days' notice for the Candidate Learning Log, NCFE mandatory workbook, supporting materials or external assessment paper to be in simplified language, enlarged font, or printed on coloured paper
- ◆ at least 30 working days' notice for the Candidate Learning Log, NCFE mandatory workbook, supporting materials or external assessment paper to be translated into Braille.

So please make sure you give us plenty of notice before your candidate needs the internal assessment materials or to sit the external assessment.

3.5 Our role and responsibilities

When we receive your completed form, we'll aim to complete our review within 2 working days. We'll keep in touch along the way to let you know what's happening or if it's going to take longer and phone you to let you know the outcome of the review. If we're unable to agree your request, we'll try to suggest a suitable alternative reasonable adjustment.

3.6 Evidence requirements

If your candidates require arrangements for reasonable adjustments they should provide you with evidence of their learning needs or medical condition. You must ensure that suitably qualified personnel check that the evidence is current and relevant to the candidate. Examples of evidence could be a relevant diagnostic report or statement of learning needs or medical condition from appropriately qualified personnel.

Please retain the evidence and make it available to any of our authorised representatives who visit your centre, this includes External Moderators, External Verifiers, Quality Advisors and spot checkers.

In the case of an appeal, you must ensure that evidence to support a reasonable adjustment or special consideration is retained for 3 months after you've been issued with the results of an assessment.

Section 4 – Special considerations for both internal and external assessment

We'll review the circumstances surrounding each request for special consideration to ensure that the decision made maintains the equity, validity and reliability of the assessment for the candidate and does not give the candidate an unfair advantage.

Candidates need to submit evidence to you in support of the special consideration. This may include medical evidence or a statement from the invigilator or any other appropriate information.

4.1 Internal assessment

The only special consideration allowed is an extended time period/registration period for the completion of the assessment. Please retain evidence of this special consideration and make it available to our External Moderators, External Verifiers or Quality Advisors during their visits, as required.

4.2 External assessment

All candidates regardless of their special consideration must still meet our minimum requirement for the award of a certificate. Where a candidate completes the external assessment under special considerations and sufficient supporting evidence is available, then we may make an exceptional circumstances award where candidates have achieved the internal assessment component providing at least 50% of the external assessment has been achieved. (This is also known as an aegrotat award).

For candidates completing external assessments, you should record the details of these arrangements on the Invigilator's Register and return it to us with the external assessment papers.

A candidate who's fully prepared for an external assessment may be eligible for special consideration if:

- ◆ performance in an external assessment is affected by circumstances beyond the control of the candidate, eg recent personal illness, accident, bereavement, serious disturbance during the assessment
- ◆ alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- ◆ part of an assessment has been missed due to circumstances beyond the control of the candidate.

4.3 Applying for special considerations

Please complete your application with the following information:

- ◆ centre number and name
- ◆ candidate name

- ◆ candidate number (where available)¹
 - ◆ programme and/or unit number/code
 - ◆ programme title and level
 - ◆ date of the assessment session (month and year)
 - ◆ summary of adverse circumstances affecting the candidate's performance in the assessment
 - ◆ list of other units of the qualification already achieved and details of the assessor's and/or internal moderator's/verifier's records of their decisions about the candidate's achievement
 - ◆ estimated result for the candidate
 - ◆ copy of any evidence submitted to you by the candidate in support of their request.
- ◆ Please ensure that the application is signed and dated by a member of the centre staff who has formally been given delegated authority for this by the Head of Centre. The signatory must declare that the information given is accurate.
 - ◆ For Online Assessment you can make a request for reasonable adjustments in the 'NCFE Online Assessment Administration System' - this must be done 2 days before the assessment date.
 - ◆ Please submit your application as soon as possible after the assessment and no later than 7 working days after the assessment.
 - ◆ We can only accept requests for special consideration after the results of the assessment have been released in the following circumstances:
 - ◆ the application has been overlooked at the centre and the oversight is confirmed by the Head of Centre
 - ◆ medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment.
 - ◆ Email, post or fax your request for special considerations to our Centre Support team.

4.4 Our role and responsibilities

When we receive your application, we'll review it and inform you of our decision within 48 hours. If our review is going to take longer, we'll contact you to let you know what we intend to do. If your application for special consideration is successful, we'll review the candidate's performance in the light of available evidence. Please note that a successful application of special consideration would not necessarily change a candidate's result.

¹ A candidate registration number can be obtained from your Centre's Examinations Officer or your NCFE Centre Support Assistant.

Section 5 – General information

5.1 Confidentiality

We treat all records of reasonable adjustments and special consideration arrangements in confidence.

5.2 Other arrangements not covered by this policy

Circumstances for both internal and external assessment not covered in this policy should be discussed with our Quality Assurance team before assessment takes place. Please contact our Quality Assurance team on 0191 239 8000 or by emailing equ@ncfe.org.uk.

5.3 Appeals

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to our Appeals and Enquiries about Results Policy, available to download from our website (www.ncfe.org.uk) or on request from our Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

5.4 Using this policy

We want to help you in ensuring that your candidates have fair access to assessment, however, if we become aware that you are not following this policy, then we may have to review your centre's approval status with us. For further information, please refer to our Malpractice Policy available to download from our website (www.ncfe.org.uk) or on request from our Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Section 6 – Your NCFE contact for this policy

If you've any queries about the contents of the policy, please contact our Centre Support team:

Email: info@ncfe.org.uk
Telephone: 0191 239 8000
Fax: 0191 239 8001
Post: NCFE
Citygate
St James Boulevard
Newcastle upon Tyne
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