Qualification specification

**NCFE Level 3 Diploma in Skills for Business:
Customer Service
QN: 603/2491/0
This qualification is now withdrawn**

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
v2.1	November 2019	p.15, information regarding the wellbeing and safeguarding of learners added to Section 1. p.101, information regarding the aggregation methods and grade thresholds added to Section 4.
v2.2	January 2022	p.92, band description amended in Presenting Evidence.
v2.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v2.4	June 2022	Further information added to the about this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.

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 Level 3 Diploma in Skills for Business: Customer Service.

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

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

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

Things you need to know

Qualification number (QN)	603/2491/0
Aim reference	60324910
Total Qualification Time (TQT)	860
Guided Learning Hours (GLH)	520
Credit value	86
Level	3
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 603/2491/0.

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.

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.

UCAS points

This qualification will be nominated for UCAS points, however these will not be allocated until May 2019, pending a successful submission.

Qualification purpose

This qualification provides transferable skills, knowledge and understanding that can be applied in any business setting.

The units in Group A are aligned to National Occupational Standards for business and represent the core attributes required by employers in a range of business settings.

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

Qualification objectives

The objectives of this qualification are for learners to develop:

- an understanding of the essential skills required to work successfully in a business environment
- the skills required to solve problems in a business environment
- an understanding of business culture and responsibilities
- the ability to successfully communicate and work with others in a business environment
- the skills required to manage and improve their own performance in a business environment
- essential knowledge of the principles and practices of providing effective customer service, including customer retention, resolving customer complaints and problems
- an understanding of how customer service delivery affects customer expectations.

Achieving this qualification

To be awarded the Level 3 Diploma in Skills for Business: Customer Service, learners are required to successfully complete 6 **graded** optional units from Group A and 5 mandatory units from Group B.

Group A optional units

Unit No	Unit title	Graded
Unit 01	Business culture and responsibilities	Yes
Unit 02	Deliver customer service in a business environment	Yes
Unit 03	Produce documents in a business environment	Yes
Unit 04	Solve problems in a business environment	Yes
Unit 05	Work with others in a business environment	Yes
Unit 06	Communicate in a business environment	Yes
Unit 07	Contribute to running a project	Yes
Unit 08	Innovation in a business environment	Yes
Unit 09	Manage and improve own performance in a business environment	Yes
Unit 10	Respond to change in a business environment	Yes

Group B mandatory units

Unit No	Unit title	Graded
Unit 11	Understand the customer service environment	No
Unit 12	Understand customers and customer retention	No
Unit 13	Understand how to monitor customer service interactions and feedback	No
Unit 14	Understand how to resolve customers' problems and complaints	No
Unit 15	Understand how to use social media tools and channels	No

The learning outcomes for each unit are provided in Section 2 (page 14).

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

To achieve the Level 3 Diploma in Skills for Business: Customer Service, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 94).

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 team working, independent learning and problem solving, to more tricky-to-measure skills such as:

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

Barred units, equivalencies and exemptions

This qualification does not contain barred units, equivalencies or exemptions.

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.

Direct Claim Status

Direct Claim Status will be transferred for this qualification for centres already delivering a relevant NCFE qualification.

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)

This is not a competence-based qualification so learners may be assessed using simulation. We recommend that this is done in a Realistic Working 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 aged 16+ and is suitable for use within a Study Programme.

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

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

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

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:

- Levels 3 and 4 Diplomas in Business Administration
- Levels 3 and 4 Diplomas in Customer Service
- Levels 3 and 4 Diplomas in Management
- Foundation degree in a business-related discipline
- Level 3 Diploma in Customer Service
- Level 4 NVQ Diploma in Customer Service

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

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

Progression to Higher Level Studies

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

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

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the 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.

Assessors and Internal Quality Assurance

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

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This 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

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

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.

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.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including learner registration fees, guided learning hours and entry requirements.

Fees and Pricing

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

Training and support

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

Learning resources

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

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- whether a unit is graded or not
- whether a unit is mandatory or optional.

Following the unit summary 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 Quality Assurance team at NCFE.

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

Unit 01 Business culture and responsibilities (H/505/9691)

Unit summary	This unit will equip learners with the skills needed to improve sustainability within a business environment, analysing the benefits of keeping waste to a minimum and implementing new means of doing so. Learners will also gain an overall understanding of diversity - recognising the benefits of a diverse workforce, how to maintain security and confidentiality, and how to manage risk in a business environment.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   be able to improve sustainability within a business environment

The learner can:

1.1   analyse the benefits of keeping waste to a minimum
1.2   follow agreed procedures for:
- recycling
- disposing of waste
- maintaining equipment
1.3   suggest ways to reduce waste in a business environment
1.4   implement one of the suggestions
1.5   evaluate the impact of the change

Learning outcome 2

The learner will:

2.   understand diversity within a business environment

The learner can:

2.1   explain what is meant by 'diversity' in a business context
2.2   recognise the benefits of having a diverse workforce
2.3   compare how a range of organisations promote diversity
2.4   explain how they can promote diversity within their place of work
2.5   summarise legal and organisational guidelines that govern diversity within the workplace

Unit 01 Business culture and responsibilities (H/505/9691) (cont'd)

Learning outcome 3

The learner will:

3.   be able to maintain security and confidentiality in a business environment

The learner can:

3.1   explain why security and confidentiality are important in a business environment
3.2   ensure that property is kept secure in line with organisational procedures and legal
        requirements
3.3   ensure that information is kept secure and confidential in line with organisational
        procedures and legal requirements
3.4   explain the possible consequences of failing to maintain security and confidentiality in line with
        requirements

Learning outcome 4

The learner will:

4.   be able to manage risk in a business environment

The learner can:

4.1   identify a risk within their place of work
4.2   identify the source of the risk
4.3   assess the impact and likelihood of the risk
4.4   identify ways to minimise the impact and likelihood of the risk

Unit 01 Business culture and responsibilities (H/505/9691) (cont'd)

Delivery and assessment
1.1 Political, image/reputation, financial, environmental, employee motivation and morale. 1.3 Financial, environmental. 2.5 Current acts; Equality, Sex Discrimination Act 1975, equal pay, Race Relations Act 2000, Disability Discrimination Act 2005. 3.1 Ethical and legal requirements, trust, protection of information/property/systems, business disruption. 3.4 Internal consequences, external consequences. 4.1 Financial, health and safety, security, environmental, business interruption, competition. The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • observation – 1.2, 1.4, 3.2, 3.3 • witness testimony – 1.2, 1.4, 3.2, 3.3 • report – 1.1 to 2.2, 2.5 to 3.4, 4.3, 4.4 • presentation – 1.3 • evaluation – 1.5 • assignments – 2.3, 2.4 • case studies - 2.3, 2.4 • questioning – 2.5 • risk assessment – 4.1, 4.2, 4.3, 4.4

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

Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Analyse the benefits of keeping waste to a minimum	Learners will analyse the benefits of keeping waste to a minimum	Learners will comprehensively analyse the benefits of keeping waste to a minimum	Learners will conduct a sophisticated analysis of the benefits of keeping waste to a minimum
1.2 Follow agreed procedures for: • **recycling** • **disposing of waste** • **maintaining equipment**	Learners will follow agreed procedures for: • recycling • disposing of waste • maintaining equipment	Learners will show initiative in following agreed procedures for: • recycling • disposing of waste • maintaining equipment	No Distinction for this AC
1.3 Suggest ways to reduce waste in a business environment	Learners will suggest ways to reduce waste in a business environment	Learners will make convincing suggestions of ways to reduce waste in a business environment	Learners will suggest ways to reduce waste in a business environment, demonstrating originality
1.4 Implement one of the suggestions	Learners will implement one of the suggestions	Learners will implement one of the suggestions, demonstrating initiative	Learners will implement one of the suggestions, demonstrating originality
1.5 Evaluate the impact of the change	Learners will evaluate the impact of the change	Learners will thoroughly evaluate the impact of the change	Learners will thoroughly evaluate the impact of the change, drawing conclusions

Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Explain what is meant by 'diversity' in a business context	Learners will explain what is meant by 'diversity' in a business context	Learners will explain in detail what is meant by 'diversity' in a business context	Learners will give a sophisticated explanation of what is meant by 'diversity' in a business context
2.2 Recognise the benefits of having a diverse workforce	Learners will recognise the benefits of having a diverse workforce	Learners will perceptively recognise the benefits of having a diverse workforce	No Distinction for this AC
2.3 Compare how a range of organisations promote diversity	Learners will compare how a range of organisations promote diversity	Learners will compare how a range of organisations promote diversity, demonstrating critical judgement	Learners will critically compare how a range of organisations promote diversity, drawing conclusions
2.4 Explain how they can promote diversity within their place of work	Learners will explain how they can promote diversity within their place of work	Learners will explain, in detail, how they can promote diversity within their place of work	Learners will explain, in detail, how they can promote diversity within their place of work, demonstrating originality
2.5 Summarise legal and organisational guidelines that govern diversity within the workplace	Learners will summarise legal and organisational guidelines that govern diversity within the workplace	Learners will insightfully summarise legal and organisational guidelines that govern diversity within the workplace	No Distinction for this AC

Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Explain why security and confidentiality are important in a business environment	Learners will explain why security and confidentiality are important in a business environment	Learners will explain in detail why security and confidentiality are important in a business environment	No Distinction for this AC
3.2 Ensure that property is kept secure in line with organisational procedures and legal requirements	Learners will ensure that property is kept secure in line with organisational procedures and legal requirements	Learners will show initiative in ensuring that property is kept secure in line with organisational procedures and legal requirements	No Distinction for this AC
3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	Learners will ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	Learners will show initiative in ensuring that information is kept secure and confidential in line with organisational procedures and legal requirements	No Distinction for this AC
3.4 Explain the possible consequences of failing to maintain security and confidentiality in line with requirements	Learners will explain the possible consequences of failing to maintain security and confidentiality in line with requirements	Learners will explain in detail the possible consequences of failing to maintain security and confidentiality in line with requirements	Learners will give a sophisticated explanation of the possible consequences of failing to maintain security and confidentiality in line with requirements

Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Identify a risk within their place of work	Learners will identify a risk within their place of work	Learners will show initiative in identifying a risk within their place of work	No Distinction for this AC
4.2 Identify the source of the risk	Learners will identify the source of the risk	Learners will perceptively identify the source of the risk	No Distinction for this AC
4.3 Assess the impact and likelihood of the risk	Learners will assess the impact and likelihood of the risk	Learners will assess, in detail, the impact and likelihood of the risk	Learners will assess the impact and likelihood of the risk, drawing conclusions
4.4 Identify ways to minimise the impact and likelihood of the risk	Learners will identify ways to minimise the impact and likelihood of the risk	Learners will identify ways to minimise the impact and likelihood of the risk, demonstrating creativity	No Distinction for this AC

Unit 02 Deliver customer service in a business environment (T/505/9694)

Unit summary	This unit is designed to equip learners with effective customer service skills: exceeding customer expectations by going the extra mile, delivering effective service to a wide range of customers, and monitoring and reviewing customer service.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.　　understand how to exceed customer expectations

The learner can:

1.1　　explain what 'added value' means in terms of customer service
1.2　　recognise opportunities to add value to a customer interaction
1.3　　recognise constraints in carrying out 'added value' interactions
1.4　　explain why it is important to let the customer know when they have gone the extra mile

Learning outcome 2

The learner will:

2.　　be able to deliver effective customer service

The learner can:

2.1　　provide services to a range of customers
2.2　　adapt services to meet the needs of a range of customers
2.3　　provide 'added value' services to customers
2.4　　explain to the customer how they have gone the extra mile
2.5　　handle a range of customer complaints in line with agreed procedures

Unit 02 Deliver customer service in a business environment (T/505/9694) (cont'd)

Learning outcome 3

The learner will:

3.   be able to monitor and review customer service

The learner can:

3.1   record customer feedback, using a range of methods
3.2   evaluate customer feedback
3.3   suggest improvements to customer service, based on feedback

Delivery and assessment
1.3 Limits of authority, legislation.   2.1 Face to face, telephone, online, internal/external.   2.2 Payment methods, communication methods.   2.5. Face to face, telephone, online, internal/external.   3.1 Reports, chart, statistics, qualitative/quantitative.   The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • report – 1.1–1.4, 3.3   • observation – 1.2, 2.1 to 3.3   • witness testimony – 1.2, 2.1–3.3   • case studies – 1.2, 1.3   • product – 2.5, 3.1   • evaluation report – 3.2   • presentation – 3.3

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

Unit 02 Deliver customer service in a business environment (T/505/9694) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Explain what 'added value' means in terms of customer service	Learners will explain what 'added value' means in terms of customer service	Learners will explain in detail what 'added value' means in terms of customer service	No Distinction for this AC
1.2 Recognise opportunities to add value to a customer interaction	Learners will recognise opportunities to add value to a customer interaction	Learners will demonstrate initiative in recognising opportunities to add value to a customer interaction	Learners will recognise opportunities to be creative in adding value to a customer interaction, demonstrating originality
1.3 Recognise constraints in carrying out 'added value' interactions	Learners will recognise constraints in carrying out 'added value' interactions	No Merit for this AC	No Distinction for this AC
1.4 Explain why it is important to let the customer know when they have gone the extra mile	Learners will explain why it is important to let the customer know when they have gone the extra mile	Learners will explain in detail why it is important to let the customer know when they have gone the extra mile	No Distinction for this AC

Unit 02 Deliver customer service in a business environment (T/505/9694) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Provide services to a range of customers	Learners will provide services to a range of customers	Learners will confidently provide services to a range of customers	Learners will confidently provide services to a range of customers demonstrating sophisticated customer service skills
2.2 Adapt services to meet the needs of a range of customers	Learners will adapt services to meet the needs of a range of customers	Learners will show initiative in adapting services to meet the needs of a range of customers	Learners will show initiative in adapting services to meet the needs of a range of customers, demonstrating sophisticated customer service skills
2.3 Provide 'added value' services to customers	Learners will provide 'added value' services to customers	Learners will show initiative in providing 'added value' services to customers	Learners will provide 'added value' services to customers, demonstrating sophisticated sales techniques
2.4 Explain to the customer how they have gone the extra mile	Learners will explain to the customer how they have gone the extra mile	Learners will convincingly explain to the customer how they have gone the extra mile	No Distinction for this AC
2.5 Handle a range of customer complaints in line with agreed procedures	Learners will handle a range of customer complaints in line with agreed procedures	Learners will confidently handle a range of customer complaints in line with agreed procedures	No Distinction for this AC

Unit 02 Deliver customer service in a business environment (T/505/9694) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Record customer feedback, using a range of methods	Learners will record customer feedback, using a range of methods	Learners will record customer feedback in detail using a range of methods	No Distinction for this AC
3.2 Evaluate customer feedback	Learners will evaluate customer feedback	Learners will perceptively evaluate customer feedback	Learners will perceptively evaluate customer feedback, drawing conclusions
3.3 Suggest improvements to customer service, based on feedback	Learners will suggest improvements to customer service, based on feedback	Learners will suggest improvements to customer service, based on feedback, demonstrating critical judgement	Learners will suggest improvements to customer service, based on feedback, demonstrating critical analysis

Unit 03 Produce documents in a business environment (F/505/9696)

Unit summary	The aim of this unit is to familiarise the learner with a range of different document types and formats. The learner will be able to research content for and produce a range of documents which meet varying requirements.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.　know different documents and formats that can be used to present information

The learner can:

1.1　compare the different types of document that could be used to present agreed information, selecting the most appropriate
1.2　compare the different formats that could be used within each of these documents, selecting the most appropriate

Learning outcome 2

The learner will:

2.　be able to research the requirements for documents

The learner can:

2.1　agree the:
  * purpose
  * content
  * style
  * deadline
  for a range of documents
2.2　research the required content
2.3　compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case

Unit 03 Produce documents in a business environment (F/505/9696) (cont'd)

Learning outcome 3

The learner will:

3.	be able to produce documents to meet requirements

The learner can:

3.1	select the most appropriate format for each document
3.2	organise the structure and layout of each document
3.3	produce the documents
3.4	proofread each document, correcting any errors

Delivery and assessment
1.1 Printed, electronic, formal, informal, use of different software packages, templates. 1.2 Text, number, graphics, charts. 2.1 Printed, electronic, formal, informal, use of different software packages. 2.3 Computer software, communication transfer. The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignment – 1.1 to 3.4 • report – 1.1 to 3.4 • professional discussion – 2.3 to 3.4 • observation – 2.3 to 3.4 • witness testimony – 2.3 to 3.4

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

Unit 03 Produce documents in a business environment (F/505/9696) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Compare the different types of document that could be used to present agreed information, selecting the most appropriate	Learners will compare the different types of document that could be used to present agreed information, selecting the most appropriate	Learners will compare the different types of document that could be used to present agreed information, demonstrating critical judgement to select the most appropriate	Learners will compare the different types of document that could be used to present agreed information, drawing conclusions to select the most appropriate
1.2 Compare the different formats that could be used within each of these documents, selecting the most appropriate	Learners will compare the different formats that could be used within each of these documents, selecting the most appropriate	Learners will compare the different formats that could be used within each of these documents, demonstrating critical judgement to select the most appropriate	Learners will compare the different formats that could be used within each of these documents, drawing conclusions to select the most appropriate

Unit 03 Produce documents in a business environment (F/505/9696) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Agree the: • **purpose** • **content** • **style** • **deadline** **for a range of documents**	Learners will agree the: • purpose • content • style • deadline for a range of documents	Learners will agree the: • purpose • content • style • deadline for a range of documents, showing creative ideas	No Distinction for this AC
2.2 Research the required content	Learners will research the required content	Learners will research the required content, using own initiative	No Distinction for this AC
2.3 Compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case	Learners will compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case	Learners will compare the different types of technology that can be used to create the documents, demonstrating critical judgement to select the most appropriate in each case	No Distinction for this AC

Unit 03 Produce documents in a business environment (F/505/9696) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Select the most appropriate format for each document	Learners will select the most appropriate format for each document	Learners will use critical judgement to select the most appropriate format for each document	No Distinction for this AC
3.2 Organise the structure and layout of each document	Learners will organise the structure and layout of each document	Learners will confidently and creatively organise the structure and layout of each document	Learners will confidently and creatively organise the structure and layout of their document demonstrating sophisticated formatting skills
3.3 Produce the documents	Learners will produce the documents	Learners will skilfully produce accurate documents	Learners will skilfully produce accurate documents, demonstrating originality
3.4 Proofread each document, correcting any errors	Learners will proofread each document, correcting any errors	Learners will proofread each document thoroughly, using own initiative to correct any errors	No Distinction for this AC

Unit 04 Solve problems in a business environment (R/505/9699)

Unit summary	This unit provides learners with the skills required to identify a solution to a business problem, develop a problem-solving plan, and then solve the problem. Learners will also evaluate the success of their plan to ensure the method chosen was the most productive option.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   be able to identify a solution to a business problem

The learner can:

1.1   identify a problem that exists within a business
1.2   analyse the business problem
1.3   diagnose causes of the problem
1.4   confirm with others that they understand the problem
1.5   compare different solutions to the problem
1.6   agree upon a solution

Learning outcome 2

The learner will:

2.   be able to develop a problem-solving plan

The learner can:

2.1   develop a plan to solve the problem, taking into account any constraints
2.2   explain why they have chosen their approach
2.3   explain how they will know when the problem has been solved
2.4   allocate roles and responsibilities to support the plan

Unit 04 Solve problems in a business environment (R/505/9699) (cont'd)

Learning outcome 3

The learner will:

3.   be able to solve a business problem

The learner can:

3.1   carry out own actions as set out in the plan
3.2   review progress towards solving the business problem
3.3   make adjustments to the plan as necessary

Learning outcome 4

The learner will:

4.   evaluate success of a problem-solving plan

The learner can:

4.1   evaluate their approach to solving the business problem
4.2   evaluate other approaches that may have been more productive

Delivery and assessment
The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment - 1.1–4.2 • report - 1.1–4.2 • observation - 1.1, 1.2, 3.1 to 3.3 • witness testimony - 1.1, 1.2, 3.1–3.3 • professional discussion - 1.1, 1.2, 1.6, 3.2, 3.3 • product - 2.1, 3.1, 4.1

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

Unit 04 Solve problems in a business environment (R/505/9699) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Identify a problem that exists within a business	Learners will identify a problem that exists within a business	Learners will identify a problem that exists within a business, demonstrating initiative	No Distinction for this AC
1.2 Analyse the business problem	Learners will analyse the business problem	Learners will comprehensively analyse the business problem	Learners will critically analyse the business problem
1.3 Diagnose causes of the problem	Learners will diagnose causes of the problem	Learners will give a detailed diagnosis of the problem	Learners will diagnose causes of the problem, drawing conclusions
1.4 Confirm with others that they understand the problem	Learners will confirm with others that they understand the problem	Learners will confidently confirm with others that they understand the problem	No Distinction for this AC
1.5 Compare different solutions to the problem	Learners will compare different solutions to the problem	Learners will compare, in detail, different solutions to the problem	No Distinction for this AC
1.6 Agree upon a solution	Learners will agree upon a solution	Learners will agree upon a solution, showing critical judgement	No Distinction for this AC

Unit 04 Solve problems in a business environment (R/505/9699) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Develop a plan to solve the problem, taking into account any constraints	Learners will develop a plan to solve the problem, taking into account any constraints	Learners will develop a detailed plan to solve the problem, taking into account any constraints	Learners will develop a sophisticated plan to solve the problem, taking into account any constraints
2.2 Explain why they have chosen their approach	Learners will explain why they have chosen their approach	Learners will explain why they have chosen their approach using convincing arguments	No Distinction for this AC
2.3 Explain how they will know when the problem has been solved	Learners will explain how they will know when the problem has been solved	Learners will thoroughly explain how they will know when the problem has been solved	Learners will explain how they will know when the problem has been solved, showing critical analysis
2.4 Allocate roles and responsibilities to support the plan	Learners will allocate roles and responsibilities to support the plan	Learners will show initiative in allocating roles and responsibilities to support the plan	No Distinction for this AC

Unit 04 Solve problems in a business environment (R/505/9699) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Carry out own actions as set out in the plan	Learners will carry out own actions as set out in the plan	Learners will skilfully carry out own actions as set out in the plan	Learners will skilfully carry out own actions as set out in the plan, demonstrating originality
3.2 Review progress towards solving the business problem	Learners will review progress towards solving the business problem	Learners will continually review progress towards solving the business problem	Learners will review progress towards solving the business problem, showing critical analysis
3.3 Make adjustments to the plan as necessary	Learners will make adjustments to the plan as necessary	No Merit for this AC	No Distinction for this AC
4.1 Evaluate their approach to solving the business problem	Learners will evaluate their approach to solving the business problem	Learners will thoroughly evaluate their approach to solving the business problem	Learners will evaluate their approach to solving the business problem, drawing conclusions
4.2 Evaluate other approaches that may have been more productive	Learners will evaluate other approaches that may have been more productive	Learners will thoroughly evaluate other approaches that may have been more productive	Learners will thoroughly evaluate other approaches that may have been more productive, drawing conclusions

Unit 05 Work with others in a business environment (J/505/9702)

Unit summary	This unit aims to equip learners with the understanding of different roles within an organisation, being able to describe and compare responsibilities across an organisation. The unit also helps the learner to understand team dynamics and conflict. The learner will also be able to give and receive feedback, with a view to improving team performance.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   understand roles within an organisation

The learner can:

1.1   describe the sector that an organisation operates in
1.2   describe the main responsibilities for a role within the organisation
1.3   compare responsibilities across roles within the organisation

Learning outcome 2

The learner will:

2.   understand team dynamics

The learner can:

2.1   outline what is meant by 'team dynamics'
2.2   compare the benefits of working alone to working with others
2.3   carry out a skills audit for themselves and members of their team
2.4   suggest ways in which they can work together to make use of individual strengths
2.5   work with others, making best use of individual strengths
2.6   provide support to others

Unit 05 Work with others in a business environment (J/505/9702) (cont'd)

Learning outcome 3

The learner will:

3.   be able to give and receive feedback

The learner can:

3.1   explain the benefits of giving and receiving feedback in a business environment
3.2   provide others with feedback on achievement of objectives
3.3   respond positively to feedback from others
3.4   create a plan to improve team performance based on feedback

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Learning outcome 4

The learner will:

4.   know about conflict in a business environment

The learner can:

4.1   give examples of possible sources of conflict within a team
4.2   identify ways to resolve conflict within a team
4.3   decide on most appropriate methods to resolve a specific conflict
4.4   suggest ways of preventing conflict from occurring

Unit 05 Work with others in a business environment (J/505/9702) (cont'd)

Delivery and assessment
1.1 Sectors: public, private, voluntary, industry type. 2.1 Formal and informal settings, purpose, roles, stages of team development. 2.3 Tools (eg. Likert scale).   I;m 2.4 Analysis of strengths. 3.2 Time, frequency, purpose, specific. 3.3 Positive and negative. 3.4 Set specific, measureable, achieveable, realistic/relevant and timebound (SMART) targets. The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment – 1.1–2.4, 3.1, 4.1–4.4 • report – 1.1 to 3.1, 4.1 to 4.4 • product – 2.3 • observation – 2.5, 2.6, 3.2, 3.3 • witness testimony – 2.5, 2.6, 3.2, 3.3 • professional discussion – 3.1 • product (plan) – 3.4

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

Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the sector that an organisation operates in	Learners will describe the sector that an organisation operates in	Learners will describe in detail the sector that an organisation operates in	No Distinction for this AC
1.2 Describe the main responsibilities for a role within the organisation	Learners will describe the main responsibilities for a role within the organisation	Learners will describe in detail the main responsibilities for a role within the organisation	No Distinction for this AC
1.3 Compare responsibilities across roles within the organisation	Learners will compare responsibilities across roles within the organisation	Learners will comprehensively compare their responsibilities to those of colleagues responsibilities across roles within the organisation	No Distinction for this AC
2.1 Outline what is meant by 'team dynamics'	Learners will outline what is meant by 'team dynamics'	Learners will outline in detail what is meant by 'team dynamics'	No Distinction for this AC
2.2 Compare the benefits of working alone to working with others	Learners will compare the benefits of working alone to working with others	Learners will do a detailed comparison of the benefits of working alone to working with others	Learners will compare the benefits of working alone to working with others, using critical analysis

Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Carry out a skills audit for themselves and members of their team	Learners will carry out a skills audit for themselves and members of their team	Learners will carry out a detailed skills audit for themselves and members of their team	Learners will carry out a skills audit for themselves and members of their team, drawing conclusions
2.4 Suggest ways in which they can work together to make use of individual strengths	Learners will suggest ways in which they can work together to make use of individual strengths	Learners will comprehensively suggest ways in which they can work together to make use of individual strengths	Learners will perceptively suggest ways in which they can work together to make use of individual strengths, demonstrating originality
2.5 Work with others, making best use of individual strengths	Learners will work with others, making best use of individual strengths	Learners will confidently work with others, making best use of individual strengths	No Distinction for this AC
2.6 Provide support to others	Learners will provide support to others	Learners will show initiative in providing support to others	No Distinction for this AC

Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Explain the benefits of giving and receiving feedback in a business environment	Learners will explain the benefits of giving and receiving feedback in a business environment	Learners will explain in detail the benefits of giving and receiving feedback in a business environment	No Distinction for this AC
3.2 Provide others with feedback on achievement of objectives	Learners will provide others with feedback on achievement of objectives	Learners will provide others with feedback on achievement of objectives, demonstrating critical judgement	Learners will provide others with feedback on achievement of objectives, demonstrating sophisticated skills
3.3 Respond positively to feedback from others	Learners will respond positively to feedback from others	No Merit for this AC	No Distinction for this AC
3.4 Create a plan to improve team performance based on feedback	Learners will create a plan to improve team performance based on feedback	Learners will create a detailed SMART plan to improve team performance based on feedback	No Distinction for this AC

Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Give examples of possible sources of conflict within a team	Learners will give examples of possible sources of conflict within a team	Learners will give insightful examples of possible sources of conflict within a team	No Distinction for this AC
4.2 Identify ways to resolve conflict within a team	Learners will identify ways to resolve conflict within a team	Learners will identify in detail ways to resolve conflict within a team	Learners will identify ways to resolve conflict within a team, showing originality
4.3 Decide on most appropriate methods to resolve a specific conflict	Learners will decide on the most appropriate methods to resolve a specific conflict	Learners will decide on the most appropriate methods to resolve a specific conflict, demonstrating initiative	Learners will decide on the most appropriate methods to resolve a specific conflict, demonstrating critical analysis
4.4 Suggest ways of preventing conflict from occurring	Learners will suggest ways of preventing conflict from occurring	Learners will perceptively suggest ways of preventing conflict from occurring	Learners will perceptively suggest ways of preventing conflict from occurring, demonstrating originality

Unit 06 Communicate in a business environment (K/505/9692)

Unit summary	The aim of this unit is to provide learners with both written and verbal communication skills. Learners will be able to evaluate communication within a business environment, summarising positive and negative points of a communication and developing a plan to improve their communication skills.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   know about written and verbal communication in a business environment

The learner can:

1.1   summarise advantages and disadvantages of using written communication in a business environment
1.2   summarise advantages and disadvantages of using verbal communication in a business environment
1.3   explain the difference between an important communication and an urgent communication

Learning outcome 2

The learner will:

2.   be able to communicate in writing in a business environment

The learner can:

2.1   confirm the purpose of a specified written business communication
2.2   collate information needed to create a specified written communication
2.3   create a written business communication that is appropriate for a specified audience
2.4   make amendments to the communication to accommodate different audiences
2.5   proofread the communication before sending, correcting any errors

Unit 06 Communicate in a business environment (K/505/9692) (cont'd)

Learning outcome 3

The learner will:

3.　　be able to communicate verbally in a business environment

The learner can:

3.1　　present own ideas verbally to others
3.2　　actively listen to others, responding appropriately
3.3　　ask questions to confirm understanding
3.4　　agree future actions, taking into account own views and those of others
3.5　　summarise, with others, the main points of the discussion
3.6　　use appropriate body language and voice tone throughout the discussion

Learning outcome 4

The learner will:

4.　　be able to evaluate communication in a business environment

The learner can:

4.1　　seek feedback on whether a communication has achieved its purpose
4.2　　summarise positive and negative points of the communication
4.3　　develop a plan to improve own communication skills

Unit 06 Communicate in a business environment (K/505/9692) (cont'd)

Delivery and assessment
1.1, 1.2 Internal/external, styles and tones, benefits and barriers. 2.1, 2.4 Formal/informal, technical/non-technical, internal/external. 2.2 Organisational information, technical information, practical information. 2.3 Letter, report, email. 3.1 Presentation: face-to-face meeting, video conferencing. 3.3 Active involvement in the communication. 3.4 Clarification of understanding, next steps. 3.6 Verbal and non-verbal signs, facial expressions, body language. 4.1 Principles of the communication cycle, feedback from recipient(s). 4.3 Formal/informal, verbal/non-verbal, internal/external, technical/non-technical. The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignment – 2.1, 2.3–2.5 • report – 1.1–1.3, 3.5, 4.2 • product – 2.2–3.1, 4.1 • observation – 2.1, 2.2, 3.1–4.1 • witness testimony – 2.1, 2.2, 3.1–4.1 • questioning – 1.1 to 1.3 • professional discussion – 4.2, 4.3 • personal development plan – 4.3

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

Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Summarise advantages and disadvantages of using written communication in a business environment	Learners will summarise advantages and disadvantages of using written communication in a business environment	Learners will summarise advantages and disadvantages of using written communication in a business environment, demonstrating critical judgement	No Distinction for this AC
1.2 Summarise advantages and disadvantages of using verbal communication in a business environment	Learners will summarise advantages and disadvantages of using verbal communication in a business environment	Learners will summarise advantages and disadvantages of using verbal communication in a business environment, demonstrating critical judgement	No Distinction for this AC
1.3 Explain the difference between an important communication and an urgent communication	Learners will explain the difference between an important communication and an urgent communication	No Merit for this AC	No Distinction for this AC

Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors (cont`d)

Assessment criteria	Pass	Merit	Distinction
2.1 Confirm the purpose of a specified written business communication	Learners will confirm the purpose of a specified written business communication	No Merit for this AC	No Distinction for this AC
2.2 Collate information needed to create a specified written communication	Learners will collate information needed to create a specified written communication	Learners will collate a comprehensive selection of information needed to create a specified written communication	Learners will collate a comprehensive selection of information needed to create a specified written communication, demonstrating critical analysis
2.3 Create a written business communication that is appropriate for a specified audience	Learners will create a written business communication that is appropriate for a specified audience	Learners will create a detailed written business communication that is appropriate for a specified audience	Learners will create a detailed and sophisticated written business communication that is appropriate for a specified audience
2.4 Make amendments to the communication to accommodate different audiences	Learners will make amendments to the communication to accommodate different audiences	Learners will make creative amendments to the communication to accommodate different audiences	Learners will make sophisticated amendments to the communication to accommodate different audiences
2.5 Proofread the communication before sending, correcting any errors	Learners will proofread the communication before sending, correcting any errors	Learners will proofread the communication before sending, using own initiative to correct any errors and make appropriate improvements	No Distinction for this AC

Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors (cont`d)

Assessment criteria	Pass	Merit	Distinction
3.1 Present own ideas verbally to others	Learners will present own ideas verbally to others	Learners will present own ideas verbally to others with fluency and confidence	Learners will present own ideas verbally to others with fluency and confidence, showing originality
3.2 Actively listen to others, responding appropriately	Learners will actively listen to others, responding appropriately	Learners will actively listen to others, responding appropriately and with confidence	Learners will demonstrate sophisticated active listening skills, responding appropriately and with confidence
3.3 Ask questions to confirm understanding	Learners will ask questions to confirm understanding	Learners will confidently ask questions to confirm understanding	Learners will formulate own questions and ask them confidently to confirm understanding
3.4 Agree future actions, taking into account own views and those of others	Learners will agree future actions, taking into account own views and those of others	Learners will agree realistic future actions, positively taking into account own views and those of others	No Distinction for this AC
3.5 Summarise, with others, the main points of the discussion	Learners will summarise, with others, the main points of the discussion	Learners will confidently summarise, with others, the main points of the discussion	Learners will confidently summarise, with others, the main points of the discussion, demonstrating sophisticated skills

Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors (cont`d)

Assessment criteria	Pass	Merit	Distinction
3.6 Use appropriate body language and voice tone throughout the discussion	Learners will use appropriate body language and voice tone throughout the discussion	Learners will skilfully use appropriate body language and voice tone throughout the discussion	No Distinction for this AC
4.1 Seek feedback on whether a communication has achieved its purpose	Learners will seek feedback on whether a communication has achieved its purpose	Learners will seek detailed feedback on whether a communication has achieved its purpose	Learners will seek detailed feedback on whether a communication has achieved its purpose, drawing conclusions
4.2 Summarise positive and negative points of the communication	Learners will summarise the positive and negative points of the communication	Learners will summarise the positive and negative points of the communication, demonstrating critical judgement	No Distinction for this AC
4.3 Develop a plan to improve own communication skills	Learners will develop a plan to improve own communication skills	Learners will develop a thorough plan to improve own communication skills, demonstrating critical judgement	No Distinction for this AC

Unit 07 Contribute to running a project (T/505/9758)

Unit summary	This unit aims to equip learners with project running skills. The learner will be able to plan for, run, and evaluate a project. The learner will create project control documentation, design contingency measures for the project and then run the project. They will report on unexpected events and then evaluate the success of the project, describing how performance could have been improved.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   be able to plan for a project

The learner can:

1.1   create project control documentation, to include:
- stakeholders
- purpose
- scope
- timetable
- aims and objectives
- resources
- budget
- additional documentation
1.2   design contingency measures for the project

Learning outcome 2

The learner will:

2.   be able to run a project

The learner can:

2.1   carry out the project, keeping stakeholders up to date throughout
2.2   keep project control documentation up to date
2.3   report on any unexpected events, taking corrective action where appropriate

Unit 07 Contribute to running a project (T/505/9758) (cont'd)

Learning outcome 3

The learner will:

3.   be able to evaluate the success of a project

The learner can:

3.1   evaluate the success of a project in relation to:
- purpose
- aims and objectives
- resources
- budget
- timescale
3.2   describe how project performance could have been improved

Delivery and assessment
1.1 Project plan, risk log, stakeholder analysis, project reporting form, change log, budget monitoring, identification of stakeholders, distribution list, SMART targets, success factors.   1.1 Communication: informal/formal, meetings, documents, distribution lists.   1.2 Version numbers, track changes (history), distribution.   1.3 Change log, rescheduling, distribution to appropriate person(s) in appropriate format at appropriate time.   The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • risk assessment – 1.2   • product – 1.1, 2.1–2.3   • observation – 2.1–2.3   • witness testimony – 2.1–2.3   • evaluation report – 3.1, 3.2   • presentation – 3.1, 3.2

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

Unit 07 Contribute to running a project (T/505/9758) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Create project control documentation, to include: • **stakeholders** • **purpose** • **scope** • **timetable** • **aims and objectives** • **resources** • **budget** • **additional documentation**	Learners will create project control documentation, to include: • stakeholders • purpose • scope • timetable • aims and objectives • resources • budget • additional documentation	Learners will create comprehensive project control documentation, to include: • stakeholders • purpose • scope • timetable • aims and objectives • resources • budget • additional documentation	Learners will create sophisticated project control documentation, to include: • stakeholders • purpose • scope • timetable • aims and objectives • resources • budget • additional documentation
1.2 Design contingency measures for the project	Learners will design contingency measures for the project	Learners will design contingency measures for the project showing detailed insight	Learners will design detailed contingency measures for the project, continually reviewing and revising contingency measures

Unit 07 Contribute to running a project (T/505/9758) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Carry out the project, keeping stakeholders up to date throughout	Learners will carry out the project, keeping stakeholders up to date throughout	Learners will carry out the project, showing initiative in keeping stakeholders up to date throughout	Learners will carry out the project, showing initiative, continually reviewing and revising to keep stakeholders up to date
2.2 Keep project control documentation up to date	Learners will keep project control documentation up to date	Learners will keep project control documentation up to date in a thorough and organised manner	No Distinction for this AC
2.3 Report on any unexpected events, taking corrective action where appropriate	Learners will report on any unexpected events, taking corrective action where appropriate	Learners will report on any unexpected events, showing initiative in taking corrective action where appropriate	No Distinction for this AC

Unit 07 Contribute to running a project (T/505/9758) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Evaluate the success of a project in relation to: • **purpose** • **aims and objectives** • **resources** • **budget** • **timescale**	Learners will evaluate the success of a project in relation to: • purpose • aims and objectives • resources • budget • timescale	Learners will comprehensively evaluate the success of a project in relation to: • purpose • aims and objectives • resources • budget • timescale	No Distinction for this AC
3.2 Describe how project performance could have been improved	Learners will describe how project performance could have been improved	Learners will describe in detail how project performance could have been improved	Learners will describe in detail how project performance could have been improved, showing originality

Unit 08 Innovation in a business environment (T/505/9744)

Unit summary	This unit will enable the learner to evaluate working practices against agreed criteria and also evaluate the feasibility of an idea. They will then be able to communicate an idea to decision makers, explaining the purpose of doing so and responding to feedback on their idea.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   be able to evaluate working practices

The learner can:

1.1   assess the benefits of evaluating current working practices
1.2   explain possible improvements to working practices, products or services
1.3   research possible improvements
1.4   evaluate ideas against agreed criteria

Learning outcome 2

The learner will:

2.   be able to evaluate the feasibility of an idea

The learner can:

2.1   establish criteria to assess the feasibility of an idea
2.2   evaluate the feasibility of idea against criteria

Unit 08 Innovation in a business environment (T/505/9744) (cont'd)

Learning outcome 3

The learner will:

3.   be able to communicate ideas to decision makers

The learner can:

3.1   explain the purpose of selling ideas to decision makers
3.2   communicate an idea to decision makers
3.3   respond to feedback on their idea

Delivery and assessment
1.1 Own and others. 2.1 Market analysis, competitive advantage, endorsement, finance, existing data, new data. 3.3 Positive/negative The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignment – 1.2–2.1 • report – 1.1–1.4, 2.2, 3.2, 3.3 • observation – 3.1–3.3 • witness testimony – 3.1–3.3 • presentation – 1.2–1.4, 2.2–3.3

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Unit 08 Innovation in a business environment (T/505/9744) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Assess the benefits of evaluating current working practices	Learners will assess the benefits of evaluating current working practices	Learners will give a detailed assessment of the benefits of evaluating current working practices	No Distinction for this AC
1.2 Explain possible improvements to working practices, products or services	Learners will explain possible improvements to working practices, products or services	Learners will explain possible improvements to working practices, products or services showing critical judgement	No Distinction for this AC
1.3 Research possible improvements	Learners will research possible improvements	Learners will thoroughly research possible improvements	Learners will thoroughly research possible improvements, critically analysing the options
1.4 Evaluate ideas against agreed criteria	Learners will evaluate ideas against agreed criteria	Learners will thoroughly evaluate ideas against agreed criteria	Learners will critically evaluate ideas against agreed criteria drawing appropriate conclusions

Unit 08 Innovation in a business environment (T/505/9744) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Establish criteria to assess the feasibility of an idea	Learners will establish criteria to assess the feasibility of an idea	Learners will establish comprehensive criteria to assess the feasibility of an idea	Learners will establish comprehensive criteria to assess the feasibility of an idea demonstrating sophisticated skills
2.2 Evaluate the feasibility of idea against criteria	Learners will evaluate the feasibility of idea against criteria	Learners will evaluate the feasibility of idea against criteria using critical judgement	Learners will thoroughly evaluate the feasibility of idea against criteria and draw conclusions

Unit 08 Innovation in a business environment (T/505/9744) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Explain the purpose of selling ideas to decision makers	Learners will explain the purpose of selling ideas to decision makers	Learners will explain in detail the purpose of selling ideas to decision makers	No Distinction for this AC
3.2 Communicate an idea to decision makers	Learners will communicate an idea to decision makers, outlining the costs, risks and benefits	Learners will confidently communicate an idea to decision makers, explaining the costs, risks and benefits	Learners will confidently communicate an idea to decision makers, comprehensively explaining the costs, risks and benefits using sophisticated communication skills
3.3 Respond to feedback on their idea	Learners will respond to feedback on their idea	Learners will confidently respond to feedback on their idea, either by making appropriate adjustments or justifying that there should be no changes	No Distinction for this AC

Unit 09 Manage and improve own performance in a business environment (L/505/9703)

Unit summary	The aim of this unit is to equip learners with the ability to plan and manage their own work. The learner will understand why behaviour and attitude are important in a business environment and know how to improve their own performance.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   be able to plan own work

The learner can:

1.1   set realistic targets and timescales for a range of tasks
1.2   develop a plan to achieve these targets
1.3   explain how they will maximise efficiency of available resources

Learning outcome 2

The learner will:

2.   be able to manage own work

The learner can:

2.1   establish tasks and responsibilities for a specified piece of work
2.2   agree deadlines for the work
2.3   perform tasks in line with relevant guidelines, procedures and codes of practice
2.4   keep others informed of progress, re-negotiating deadlines as required

Unit 09 Manage and improve own performance in a business environment (L/505/9703) (cont'd)

Learning outcome 3

The learner will:

3.   understand why behaviour and attitude are important in a business environment

The learner can:

3.1   describe why the following are important characteristics in business:
- adaptability
- resilience
- assertiveness
- honesty
- respect
- resourcefulness
3.2   describe how to demonstrate:
- adaptability
- resilience
- assertiveness
- honesty
- respect
- resourcefulness
3.3   explain why it is important to help and support others in a business environment

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Learning outcome 4

The learner will:

4.   know how to improve own performance in a business environment

The learner can:

4.1   evaluate own performance, using feedback from others
4.2   explain ways in which they can improve own performance in the workplace
4.3   contribute to developing a learning plan for themselves
4.4   create a plan to monitor own progress

Unit 09 Manage and improve own performance in a business environment (L/505/9703) (cont'd)

Delivery and assessment
1.1 Align with organisational objectives, SMART targets.
1.3 Personal resources, physical resources.
4.1 Recognise progress, review objectives. Feedback: informal/formal.
4.4 SMART targets.
The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include:

- professional discussion – 1.1, 2.1, 2.2, 2.4, 4.2–4.4
- report – 1.2, 1.3, 3.1–4.2
- action plan – 1.1, 1.2
- assignment – 2.1, 2.2
- observation – 2.3, 2.4
- witness testimony – 2.3, 2.4
- performance review/appraisal document – 1.1, 4.3, 4.4
- products – 2.3, 2.4

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Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Set realistic targets and timescales for a range of tasks	Learners will set realistic targets and timescales for a range of tasks	No Merit for this AC	No Distinction for this AC
1.2 Develop a plan to achieve these targets	Learners will develop a plan to achieve these targets	Learners will develop a detailed plan to achieve these targets	Learners will develop a sophisticated plan to achieve these targets
1.3 Explain how they will maximise efficiency of available resources	Learners will explain how they will maximise efficiency of available resources	Learners will explain in detail how they will maximise efficiency of a range of available resources	No Distinction for this AC

Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Establish tasks and responsibilities for a specified piece of work	Learners will establish tasks and responsibilities for a specified piece of work	Learners will establish tasks and responsibilities for a specified piece of work, continually reviewing them	Learners will establish tasks and responsibilities for a specified piece of work, continually reviewing and revising the choices
2.2 Agree deadlines for the work	Learners will agree deadlines for the work	Learners will agree and continually review deadlines for the work	Learners will agree and continually review and revise deadlines for the work
2.3 Perform tasks in line with relevant guidelines, procedures and codes of practice	Learners will perform tasks in line with relevant guidelines, procedures and codes of practice	Learners will skilfully perform tasks in line with relevant guidelines, procedures and codes of practice	Learners will perform tasks in line with relevant guidelines, procedures and codes of practice, showing originality
2.4 Keep others informed of progress, re-negotiating deadlines as required	Learners will keep others informed of progress, re-negotiating deadlines as required	No Merit for this AC	No Distinction for this AC

Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Describe why the following are important characteristics in business: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	Learners will describe why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	Learners will describe, in detail and using convincing examples, why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC
3.2 Describe how to demonstrate: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	Learners will describe how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	Learners will describe in detail, using convincing examples, how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC
3.3 Explain why it is important to help and support others in a business environment	Learners will explain why it is important to help and support others in a business environment	Learners will give a detailed explanation of why it is important to help and support others in a business environment	Learners will give a sophisticated explanation of why it is important to help and support others in a business environment

Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Evaluate own performance, using feedback from others	Learners will evaluate own performance, using feedback from others	Learners will carry out a thorough evaluation of own performance, using feedback from others	No Distinction for this AC
4.2 Explain ways in which they can improve own performance in the workplace	Learners will explain ways in which they can improve own performance in the workplace	Learners will give a detailed explanation of ways in which they can improve own performance in the workplace	No Distinction for this AC
4.3 Contribute to developing a learning plan for themselves	Learners will contribute to developing a learning plan for themselves	Learners will contribute to developing a detailed learning plan for themselves	Learners will contribute to developing a sophisticated learning plan for themselves
4.4 Create a plan to monitor own progress	Learners will create a plan to monitor own progress	Learners will create a detailed plan to monitor own progress	Learners will create a sophisticated plan to monitor own progress

Unit 10 Respond to change in a business environment (D/505/9706)

Unit summary	This unit will give learners an understanding of change in a business and how it can affect people in the business. The learner will also be able to support others through change in a business.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

1.   understand change in business

The learner can:

1.1   explain why it is important for a business to change
1.2   analyse the positive and negative effects of change on a selected business
1.3   compare the risks of slow against rapid change within a business
1.4   compare the benefits of slow against rapid change within a business

Learning outcome 2

The learner will:

2.   understand how change can affect people within a business

The learner can:

2.1   explain why people respond positively to change in a business
2.2   explain why people respond negatively to change in a business

Unit 10 Respond to change in a business environment (D/505/9706) (cont'd)

Learning outcome 3

The learner will:

3.   be able to support others through change in a business

The learner can:

3.1   identify support mechanisms for self and others during change process
3.2   create a plan to support somebody through a specified change
3.3   explain how they would evaluate the effectiveness of their plan

Delivery and assessment
1.1 Internal factors, external factors. Technology, globalisation, politics, regulation, competition. The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignment – 1.1–3.3 • report – 1.1–3.3 • product – 3.2

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Unit 10 Respond to change in a business environment (D/505/9706) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Explain why it is important for a business to change	Learners will explain why it is important for a business to change	Learners will explain in detail why it is important for a business to change	Learners will give a sophisticated explanation of why it is important for a business to change
1.2 Analyse the positive and negative effects of change on a selected business	Learners will analyse the positive and negative effects of change on a selected business	Learners will analyse the positive and negative effects of change on a selected business, demonstrating critical judgement	Learners will analyse the positive and negative effects of change on a selected business, demonstrating critical judgement and drawing conclusions
1.3 Compare the risks of slow against rapid change within a business	Learners will compare the risks of slow against rapid change within a business	Learners will compare the risks of slow against rapid change within a business, demonstrating critical judgement	Learners will compare the risks of slow against rapid change within a business, demonstrating critical judgement and drawing conclusions
1.4 Compare the benefits of slow against rapid change within a business	Learners will compare the benefits of slow against rapid change within a business	Learners will compare the benefits of slow against rapid change within a business, demonstrating critical judgement	Learners will compare the benefits of slow against rapid change within a business, demonstrating critical judgement and drawing conclusions

Unit 10 Respond to change in a business environment (D/505/9706) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Explain why people respond positively to change in a business	Learners will explain why people respond positively to change in a business	Learners will give a convincing explanation as to why people respond positively to change in a business	No Distinction for this AC
2.2 Explain why people respond negatively to change in a business	Learners will explain why people respond negatively to change in a business	Learners will give a convincing explanation as to why people respond negatively to change in a business	No Distinction for this AC
3.1 Identify support mechanisms for self and others during change process	Learners will identify support mechanisms for self and others during change process	Learners will perceptively identify support mechanisms for self and others during change process	No Distinction for this AC
3.2 Create a plan to support somebody through a specified change	Learners will create a plan to support somebody through a specified change	Learners will create a thorough plan to support somebody through a specified change	No Distinction for this AC
3.3 Explain how they would evaluate the effectiveness of their plan	Learners will explain how they would evaluate the effectiveness of their plan	Learners will give a detailed explanation of how they would evaluate the effectiveness of their plan	No Distinction for this AC

Unit 11 Understand the customer service environment (T/616/5895)

Unit summary	The purpose of this unit is to increase the learner's understanding of the concepts and practices underpinning customer service delivery. Learners will gain knowledge of the structure of customer service, the relationship between customer service and brand, and will be able to explain how to organise customer service delivery.
Credit value	8
Guided learning hours	50
Level	3
Mandatory/optional	Mandatory
Grading	This unit is not graded

Learning outcome 1

The learner will:

1.   understand the concepts and practices underpinning customer service delivery

The learner can:

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

Learning outcome 2

The learner will:

2.   understand the relationship between customer service and a brand

The learner can:

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

Unit 11 Understand the customer service environment (T/616/5895) (cont'd)

Learning outcome 3

The learner will:

3.   understand the structure of customer service

The learner can:

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

Learning outcome 4

The learner will:

4.   understand the implications of legislation on customer service delivery

The learner can:

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

Learning outcome 5

The learner will:

5.   understand how to organise customer service delivery

The learner can:

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

Unit 11 Understand the customer service environment (T/616/5895) (cont'd)

Delivery and assessment
Key words: 1.1 a **competitive tool** would be as good as, or better than, others of a comparable nature.   1.2 **customer journey** includes points of transaction, points of contact, and response mechanisms for each stage of the journey   1.3 **service failures** occur where the customer service standard or customer expectations haven't been met   1.4 the **service profit chain** is the relationship between profitability and customer loyalty and employee satisfaction, loyalty and productivity   2.1 a **brand** is a type of product or service provided by a company under a specific name   4.1 **consumer-related legislation** may include the Sales of Goods Act 1979 and the Consumer Protection Act 1987   5.1 **methods of promoting** products or services could include advertising on TV, online, social media campaigns, the press, using flyers and instore messaging   5.4 **segmenting** is the technique used to enable a business to better target its products at the right customers   The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • written statements – 1.1–5.6   • record of professional discussion – 1.1–5.6   Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.   • record of oral/written questions – 1.1–5.6   Where oral questioning is used, Assessors are required to record both questions and answers.   • assignments, projects and/or case studies – 1.1–5.6   Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.

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Unit 12 Understand customers and customer retention (A/616/5896)

Unit summary	This unit provides learners with an understanding of the concept of customer experience. Learners will understand the benefits of customer retention and loyalty, as well as gaining knowledge of how to measure and analyse performance data.
Credit value	5
Guided learning hours	30
Level	3
Mandatory/optional	Mandatory
Grading	This unit is not graded

Learning outcome 1

The learner will:

1.   understand Customer Relationship Management (CRM)

The learner can:

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

Learning outcome 2

The learner will:

2.   understand customer retention

The learner can:

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

Unit 12 Understand customers and customer retention (A/616/5896) (cont'd)

Learning outcome 3

The learner will:

3.   understand the measurement of customer satisfaction

The learner can:

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

Unit 12 Understand customers and customer retention (A/616/5896) (cont'd)

Delivery and assessment
Key words: **1.2 segmenting and characterising customers** can be based on a range of factors, including: • age   • gender   • employment status   • marital status   • home ownership   **3.1 performance data** could include: • number of complaints   • number of returns   • sales targets   **3.3 techniques to measure customer satisfaction** may include feedback forms, surveys and mystery shoppers   The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence

Evidence could include:
 • written statements – 1.1–3.3
 • record of professional discussion – 1.1–3.3
    Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.
 • record of oral/written questions – 1.1–3.3
    Where oral questioning is used, Assessors are required to record both questions and answers.
 • assignments, projects and/or case studies – 1.1–3.3
    Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.

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Unit 13 Understand how to monitor customer service interactions and feedback (F/616/5897)

Unit summary	This unit is designed to provide learners with techniques for monitoring the quality of customer interactions. Learners will be able to identify techniques used to gather the required information and provide feedback on performance to colleagues. Learners will also develop an understanding of how to gather and analyse customer feedback in order to recommend improvements to customer service.
Credit value	5
Guided learning hours	30
Level	3
Mandatory/optional	Mandatory
Grading	This unit is not graded

Learning outcome 1

The learner will:

1.   understand how to monitor the quality of customer service interactions

The learner can:

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

Unit 13 Understand how to monitor customer service interactions and feedback (F/616/5897) (cont'd)

Learning outcome 2

The learner will:

2.   understand how to gather, analyse and interpret customer feedback

The learner can:

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

Unit 13 Understand how to monitor customer service interactions and feedback (F/616/5897) (cont'd)

Delivery and assessment
Key words

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

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

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

2.3 bias refers to inclination or prejudice

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

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

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

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

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 13 Understand how to monitor customer service interactions and feedback (F/616/5897) (cont'd)

Types of evidence
Evidence could include: • written statements – 1.1–2.9   • record of professional discussion – 1.1–2.9   Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.   • record of oral/written questions – 1.1–2.9   Where oral questioning is used, Assessors are required to record both questions and answers.   • assignments, projects and/or case studies – 1.1–2.9   Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.

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Unit 14 Understand how to resolve customers' problems or complaints (J/616/5898)

Unit summary	This unit is aimed at developing learners' understanding of different techniques and organisational procedures for handling customer problems and complaints.
Credit value	5
Guided learning hours	30
Level	3
Mandatory/optional	Mandatory
Grading	This unit is not graded

Learning outcome 1

The learner will:

1.   understand the monitoring and resolution of customers' problems

The learner can:

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

Learning outcome 2

The learner will:

2.   understand the monitoring and resolution of customers' complaints

The learner can:

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

Unit 14 Understand how to resolve customers' problems or complaints (J/616/5898) (cont'd)

Delivery and assessment
Key words   **1.1 techniques for monitoring customer problems** may include: • record keeping   • customer contact systems   • email   • letters   • task-specific documents   **1.4 negotiating techniques** may include: • compensation   • replacement   • cost reduction   • upgrading   • standard communication   • referral to a specialist team   **2.4 conflict management techniques** may include: • standard communication   • referral to a specialist team   • explanation at source   • second facing at source   **2.5 organisational procedures** may include: • explanation at source   • second facing at source   • compensation   • replacement   • cost reduction   • upgrading   • standard communication   • referral to a specialist team   The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 14 Understand how to resolve customers' problems or complaints (J/616/5898) (cont'd)

Types of evidence
Evidence could include: • written statements – 1.1–2.8   • professional discussion – 1.1–2.8   Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.   • record of oral/written questions – 1.1–2.8   Where oral questioning is used, Assessors are required to record both questions and answers.   • assignments, projects and/or case studies – 1.1–2.8   Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.

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Unit 15 Understand how to use social media tools and channels (L/616/5899)

Unit summary	This unit will enable learners to identify opportunities to develop a customer social media strategy, evaluating the advantages and drawbacks. Learners will also be able to promote the benefits of networking.
Credit value	3
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Grading	This unit is not graded

Learning outcome 1

The learner will:

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

The learner can:

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

Learning outcome 2

The learner will:

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

The learner can:

2.1   explain the importance of measuring the outcomes of using different social media tools and channels
2.2   explain why specific, measureable, achieveable, realistic/relevant, timebound, evaluate and readjust (SMARTER) targets should be set for different social media tools and channels
2.3   describe the methods a business can use to measure and identify success of different social media tools and channels
2.4   describe what success could look like when using different social media tools and channels for different types and sizes of business

Unit 15 Understand how to use social media tools and channels (L/616/5899) (cont'd)

Delivery and assessment
The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:
• written statements – 1.1–2.4
• record of professional discussion – 1.1–2.4
  Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.
• record of oral/written questions – 1.1–2.4
  Where oral questioning is used, Assessors are required to record both questions and answers.
• assignments, projects and/or case studies – 1.1–2.4
  Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.

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

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 Level 3 Diploma in Skills for Business: Customer Service is internally assessed and externally quality assured.

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 (page 14).

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.

If a centre chooses to create their own internal assessment tasks, they 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 writing and delivery: Guide for centres on our 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 our website in the document Internal assessment writing and delivery: Guide for centres.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document Internal assessment writing and delivery: Guide for centres.

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 – James Doyle (blonde hair, front of stage)
Drummer – Diana Nisbett
Guitar 1 – Deepak Lahiri (black hair, blue jumper)
Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:
Lead male – Su Jin
Lead female – Maya Solomon
Choir:
Caterina Petracci (black hair, back row 3rd from left)
Leonard Kalymniou (brown hair, back row 5th from left)
Luke Falconer (blonde hair, front row 3rd from right)

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

Late submissions

Tutors and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See our website www.ncfe.org.uk for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently, or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

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.
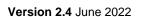
External quality assurance

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.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Please note that only units from Group A of this qualification are graded. Group B units are not graded.

Each unit in Group A is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all graded units are weighted equally.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criteria in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 99).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit completed from Group A. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*. A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every graded (Group A) unit taken, demonstrating the learner's exceptional knowledge, understanding and skill at Level 3.

Learners are required to successfully achieve 6 graded units from Group A and 5 non-graded units from Group B. This requires the grading of 6 units to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit assessment grade						Final qualification grade
P	P	P	P	P	P	P
M	M	M	M	M	M	M
D	D	D	D	D	D	D*
P	P	P	P	P	M	P
P	P	P	P	P	D	P
P	M	M	M	M	M	M
M	M	M	M	M	D	M
P	D	D	D	D	D	D
M	D	D	D	D	D	D
P	P	P	P	M	M	P
P	P	P	P	D	D	M
P	P	M	M	M	M	M
M	M	M	M	D	D	M
P	P	D	D	D	D	M
M	M	D	D	D	D	D
P	P	P	P	M	D	P
P	M	M	M	M	D	M
P	M	D	D	D	D	M
P	P	P	M	M	M	M
P	P	P	D	D	D	M
M	M	M	D	D	D	D
P	P	P	M	M	D	M
P	P	P	M	D	D	M
P	P	M	M	M	D	M
P	M	M	M	D	D	M
P	P	M	D	D	D	M
P	M	M	D	D	D	M
P	P	M	M	D	D	M

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a pass.

Level 3 Pass
The learners will have a detailed understanding of the key concepts and will show awareness of different approaches within an area of study. They will use some sophisticated examples to support their work and demonstrate some application of specialist processes, resources, techniques and materials relevant to the vocational area and their level of study. Learners will take responsibility, where relevant, for monitoring others (watching what they are doing and reporting to someone) Tasks will be completed to a minimum standard with some errors and learners will be able to link the effectiveness of the processes and practices they used to the success or otherwise of the overall outcome.

Level 3 Merit
The learners will have a detailed understanding of the key concepts and will be able to apply different approaches within an area of study. They will use sophisticated examples, and make some appropriate comparisons, to support their work. They will be able to select and effectively apply specialist processes, resources, techniques and materials relevant to the vocational area and their level of study. Learners will take responsibility, where relevant, for supervising others (watching what they are doing, making sure they follow the rules given by someone else) Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will be able to critically evaluate the processes they used and the outcomes of their tasks, using this to inform an action plan to improve or extend the outcome.

Level 3 Distinction
The learners will have a detailed understanding of the key concepts and will be able to apply different approaches within an area of study. They will use sophisticated examples, and make appropriate comparisons, to support their work. They will consistently select and effectively apply specialist processes, resources, techniques and materials relevant to the vocational area and their level of study, justifying their choices. Learners will take responsibility, where relevant, for supervising and guiding others (giving advice about how to do something/put something right) Tasks will be completed to a level that far exceeds the minimum standard with few or no errors with and learners will be able to critically evaluate the processes they used and the outcomes of their tasks, using this to clearly inform an action plan to improve or extend the outcome.

Level 3 Distinction*
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Glossary of terms

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors *(see mostly accurately)*.
Advanced ways	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs *(see basic ways and considered ways)*.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion *(see reasoned conclusions)*.
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg *(see advanced ways and considered ways)*.
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements *(see technical problems)*.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from *(see limited experimentation and simple experimentation)*.
Considered ways	Ideas or solutions show some degree of thought *(see advanced ways and basic ways)*.
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context *(see use)*.
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs *(see possible solutions)*.
Efficiently solves	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology *(see specialist terms/language and technical terms/language)*.
Format of source	The style of information - eg a questionnaire, a report, an observation, interview *(see type of source)*.
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation *(see technical understanding)*.

Glossary of terms (cont'd)

Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from *(see considered experimentation and simple experimentation)*.
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome *(see accurately and some degree of accuracy)*.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution *(see effective solutions)*.
Range	Frequent use of most common words/techniques/materials *(see some and wide range)*.
Reasoned conclusions	Explanations are provided as to why a conclusion was made *(see balanced conclusions)*.
Simple experimentation	Straightforward, most obvious experimentation is carried out *(see limited experimentation and considered experimentation)*.
Some	Occasional use of most common words/techniques/materials *(see range and wide range)*.
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors *(see accurately and mostly accurately)*.
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made *(see straightforward examples)*.
Specialist skill	Advanced technical skills in context *(see technical skills)*.
Specialist terms/language	Advanced technical terms in context *(see everyday language and technical terms/language)*.
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made *(see sophisticated examples)*.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising; photography – image overexposed *(see complex technical problems)*.
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes *(see specialist skills)*.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays *(see everyday language and specialist terms/language)*.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding *(see general understanding)*.
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors *(see format of source)*.
Use	Applying general or basic skills or knowledge to a task *(see correctly applies)*.
Wide range	Uses all relevant words/techniques/materials that could be expected at the level *(see range)*.

Section 6

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.

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