FutureQuals
INSPIRING LEARNING AND SKILLS

Level 2 Diploma In
CUSTOMER SERVICE

Qualification Specification

Qualification recognition number: 601/3852/X
Qualification Reference: L2DCS

www.futurequals.com

Contents

Section One

1.1 Introduction

Introduction to FutureQuals

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

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

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

A full list of FutureQuals current qualifications can be accessed at http://www.futurequalsquals.com

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 Diploma in Customer Service** The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662
Fax: 01530 836668
E-mail: qualifications@futurequals.com
Website: www.futurequals.com

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this Level 2 Diploma in Customer Service is to provide the learner with the skills, knowledge and understanding required to work in customer service.

This qualification provides the learner with the opportunity to:

*   Understand how to deliver effective customer service
*   Understand organisational structures
*   Understand the value of customers and their loyalty

The Total Qualification Time (TQT) for this qualification is: 450
Guided Learning (GL) for this qualification is: 254 hours
Minimum credits required to achieve the qualification: 45

Suitable for age ranges: Pre 16, 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding (Or add in reference to assessment strategy/principles, any other qualifications the learner or prior knowledge and skills a learner is required to have/completed before taking the qualification).

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England https://register.ofqual.gov.uk/,Qualifications and CCEA Regulation in Northern Ireland http://ccea.org.uk/regulation

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;
https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency
https://www.delni.gov.uk/ or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The Level 2 Diploma in Customer Service has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 3 Diploma in Customer Service and the FAQ Level 4 NVQ Diploma in Customer Service.

2.4 Assessment Principles

The FAQ The Level 2 Diploma in Customer must be assessed according to the Instructis Assessment Principles/Strategies.

2.5 Qualification Structure

To achieve the Level 2 Diploma in Customer Service learners must complete a minimum of 45 credits: 19 credits from Mandatory Group M, a minimum of 3 credits from Optional Group 01, and a minimum of 16 credits from Optional Group 02. A maximum of 7 credits can come from Optional Group 03.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	A/506/2130	Deliver customer service	5	2
2	F/506/2131	Understand customers	2	2
3	J/506/2132	Principles of customer service	4	2
4	A/506/1964	Understand employer organisations	4	2
5	L/506/1788	Manage personal performance and development	4	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
D/506/2119	Communicate verbally with customers	3	2

T/506/2126	Communicate with customers in writing	3	2

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level
H/506/2154	Deal with incoming telephone calls from customers	3	2
K/506/2155	Make telephone calls to customers	3	2

L/506/2133	Promote additional products and/or services to customers	2	2
R/506/2134	Process information about customers	3	2
Y/506/2135	Exceed customer expectations	3	2
T/506/2143	Deliver customer service whilst working on customers' premises	4	2
T/506/2157	Carry out customer service handovers	3	2
A/506/2158	Resolve customer service problems	5	2
F/506/2159	Deliver customer service to challenging customers	3	2
Y/506/2149	Develop customer relationships	3	2
T/506/2160	Support customer service improvements	3	2
A/506/2161	Support customers through real-time online customer service	3	2
J/506/2163	Use social media to deliver customer service	3	2
R/506/2151	Resolve customers' complaints	4	3

D/506/2170	Gather, analyse and interpret customer feedback	5	3
H/506/2977	Support customers using self-service equipment	3	2
K/506/2978	Provide post-transaction customer service	5	2

Group O3– Optional Components			
URN	Component Name	Credit Value	Level
T/505/4673	Health and Safety Procedures in the Workplace	2	2
L/506/1807	Manage diary systems	2	2
H/506/1814	Provide reception services	3	2
L/506/1869	Contribute to the organisation of an event	3	2

URN	Component Name	Credit Value	Level
M/506/1895	Buddy a colleague to develop their skills	3	2
L/506/1905	Employee rights and responsibilities	2	2
R/506/1789	Develop working relationships with colleagues	3	2
J/506/1806	Principles of equality and diversity in the workplace	2	2
M/502/8587	Processing sales orders	2	2
R/502/8601	Meeting customers' after sales needs	3	2
M/502/8606	Handling objections and closing sales	3	2
URN	Component Name	Credit Value	Level
K/503/0421	Deal with incidents through a contact centre	7	2
L/503/0394	Carry out direct sales activities in a contact centre	5	2
H/506/1912	Negotiate in a business environment	4	3
F/502/4396	Bespoke Software	3	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Assessment Principles and Component Specifications

3.1 Assessment Principles

Introduction

1.1 The Contact Centre Operations Assessment Strategy is designed to provide awarding organisations/bodies with a robust and flexible approach to deliver assessment for Contact Centre NVQs and competencebased qualifications.

External quality control

2.1 Awarding organisations/bodies will provide qualifications and quality assurance that support their delivery to all Contact Centre Operations NVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations/bodies will carry out standard risk assessments in each Contact Centre Operations NVQ and competence based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Contact Centre Operations NVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations/bodies will supply SkillsCFA (CFA) with quarterly reports on:

• Registration and achievement data at qualification level, and unit level where available

Assessing performance

3.1 Assessment of the units in the Contact Centre NVQs must be undertaken in a real working environment

i.e. assessment of candidate performance at work, with the exception of the units assigned to the level 1 Award, which may be assessed in a realistic working environment (RWE) - see section 4 (below).

3.2 Units which have been imported by the CFA in their Contact Centre Operations NVQs will be assessed in compliance with the imported assessment strategies.

Realistic working Environment for NVQ units

4.1 Only the Level 1 NVQ Award in Contact Centres can be assessed in a realistic working environment.
4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

5.1 Candidates work achievements must be assessed, moderated or verified at work by:
a. **Assessors, moderators or verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification. Those who are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification **should have their decisions countersigned by an individual that is already qualified in that particular role**.;

OR

b. A **trainer, supervisor** or **manager**, elected by an employer, who must either:

1. Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

2. Seek guidance and approval from their awarding organisation to demonstrate that the;

- Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
- Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model.

5.2 **Assessors** must be occupationally competent to make Contact Centre Operations assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.
5.3 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Contact Centre Operations moderation and verification judgements about the quality of assessment and the assessment process.
5.4 Awarding organisations/bodies will supply information on the requirements for internal and external moderation / verification activities to Contact Centre assessment centres.
5.5 The CFA and awarding organisations/bodies require all assessors, moderators and verifiers to have a sound knowledge and understanding of Contact Centre competence to deliver these functions. The CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Contact Centre Operations assessment centres.

FutureQuals
INSPIRING LEARNING AND SKILLS

3.2 Component Specifications

Component 1: Deliver customer service

Level: 2
Credit: 5
GL: 27

Component Summary

This component aims to develop the knowledge and skills required to deliver customer service. Upon completion of this component, learners will be able to prepare to deal with customers, provide customer service, and support improvements to customer service delivery.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Customers Service (2013) National Occupational Standards:

- CFACSA1 Maintain a positive and customer-friendly attitude
- CFACSA2 Behave in a way that gives a good customer service impression
- CFACSA4 Give customers a positive impression of yourself and your organisation
- CFACSA7 Live up to the brand promise when delivering customer service
- CFACSA8 Make customer service personal CFACSB1 Do your job in a customer friendly way
- CFACSB2 Deliver reliable customer service
- CFACSF2 Deliver customer service within the rules.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction
	1.2 Describe the features and benefits of an organisation's products and/or services
	1.3 Explain the importance of treating customers as individuals
	1.4 Explain the importance of balancing promises made to customers with the needs of an organisation
	1.5 Explain when and to whom to escalate problems
	1.6 Describe methods of measuring their own effectiveness in the delivery of customer service
2 Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to an organisation
	2.2 Explain how a brand affects an organisation's customer service offer

	2.3 Explain the importance of using customer service language that supports a brand promise
	2.4 Identify their own role in ensuring that a brand promise is delivered
3 Be able to prepare to deal with customers	3.1 Keep up to date with an organisation's products and/or services
	3.2 Prepare resources that are necessary to deal with customers before starting work
4 Be able to provide customer service	4.1 Maintain organisational standards of presentation and behaviour when providing customer service
	4.2 Adapt their own behaviour to meet customers' needs or expectations
	4.3 Respond to customers' requests in line with organisational guidelines
	4.4 Inform customers of the progress of their requests
	4.5 Confirm that customers' expectations have been met in line with the service offer
	4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service
5 Be able to support improvements to customer service delivery	5.1 Identify ways that customer service could be improved for an organisation and individuals
	5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

Component 2: Understand customers

Level: 2
Credit: 2
GL: 17

Component Summary

This component aims to develop the underpinning knowledge required to understand customers. Upon completion of this component, learners will have developed an understanding of different types of customers and will also know the value of customers and their loyalty.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Customers Service (2013) National Occupational Standards:

- CFACSF3 Show understanding of customer service principles
- CFACSB15 Build and maintain effective customer relations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand different types of customers	1.1 Explain the distinctions between internal and external customers
	1.2 Explain how cultural factors can affect customers' expectations
	1.3 Describe the characteristics of challenging customers
	1.4 Explain how to identify dissatisfied customers
2 Understand the value of customers and their loyalty	2.1 Explain how the achievement of the customer service offer contributes to enhancing customer loyalty
	2.2 Explain the relationship between customer satisfaction and organisational performance
	2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services
	2.4 Explain the potential consequences of customers' dissatisfaction
	2.5 Describe different methods of attracting customers and retaining their loyalty

Component 3: Principles of customer service

Level: 2
Credit: 4
GL: 34

Component Summary

This component aims to develop knowledge and understanding regarding the key principles of customer service. Upon completion of this component, learners will have developed an understanding of customer service and how to deliver it effectively. Learners will also develop an awareness of how legal and ethical requirements relate to customer service and will understand the management of customer service information.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Customers Service (2013) National Occupational Standards:

- CFACSA6 Process information about customers
- CFACSB2 Deliver reliable customer service
- CFACSB4 Recognise diversity when delivering customer service
- CFACSB12 Maintain and develop a healthy and safe customer service environment
- CFACSF3 Show understanding of customer service principles

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand customer service	1.1 Explain the purpose and scope of customer service
	1.2 Define the term "service offer"
	1.3 Explain the value of a "service offer" to an organisation
	1.4 Explain the importance of delivering consistently high quality customer service
	1.5 Explain the importance of keeping up to date with knowledge of competitors' activities
	1.6 Explain barriers to providing effective customer service
	1.7 Describe the features of effective follow-up service
2 Understand how legal and ethical requirements relate to customer service	2.1 Describe how sales and consumer-related legislation and regulations affect the delivery of customer service
	2.2 Describe how health, safety and environmental legislation affects customer service delivery

	2.3 Explain how ethical considerations affect customer service
	2.4 Explain how equality legislation affects customer service
	2.5 Describe how legislation affects the use and storage of customer information
3 Understand how to deliver effective customer service	3.1 Explain the difference between customers' wants, needs and their expectations
	3.2 Explain how to identify customers' needs and expectations
	3.3 Explain the importance of managing customers' expectations
	3.4 Explain how to behave in a way that meets customers' expectations
	3.5 Describe techniques that can be used to put customers at ease and gain their trust
	3.6 Explain the importance of following up actions and keeping promises when delivering customer service
4 Understand the management of customer service information	4.1 Explain how customer service information can be used
	4.2 Explain the importance of systems to manage customer service information
	4.3 Explain the uses of systems to manage customer service information
	4.4 Identify the features of an effective customer complaints process
	4.5 Describe the uses of a customer complaints process

Component 4: Understand employer organisations

Level: 2
Credit: 4
GL: 40

Component Summary

This component aims to develop knowledge and understanding regarding employer organisations. Upon completion of this component, learners will have developed an understanding of organisational structures and the organisational environment.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Customers Service (2013) National Occupational Standards:

- CFACSA6 Process information about customers
- CFACSB2 Deliver reliable customer service
- CFACSB4 Recognise diversity when delivering customer service
- CFACSB12 Maintain and develop a healthy and safe customer service environment
- CFACSF3 Show understanding of customer service principles

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand organisational structures	1.1 Explain the differences between the private sector, public sector and voluntary sector
	1.2 Explain the functions of different organisational structures
	1.3 Describe the features of different types of legal structures for organisations
2 Understand the organisational environment	2.1 Describe the internal and external influences on organisations
	2.2 Explain the use of different models of analysis in understanding the organisational environment
	2.3 Explain why change in the business environment is important

Component 5: Manage personal performance and development

Level: 2
Credit: 4
GL: 40

Component Summary

The aim of this component is to provide learners with the ability to manage their personal performance, as well as their own time and workload. It also provides learners with the ability to identify their own development needs and fulfil a personal development plan.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Management & Leadership (2012) National Occupational Standards:

- CFAM&LAA1 Manage yourself

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
	1.2 Agree criteria for measuring progress and achievement with line manager
	1.3 Complete tasks to agreed timescales and quality standards
	1.4 Report problems beyond their own level of competence and authority to the appropriate person
	1.5 Take action needed to resolve any problems with personal performance
2 Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques
	2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3 Explain the benefits of achieving an acceptable "work-life balance"
3 Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development
	3.2 Explain the need to maintain a positive attitude to feedback on performance

	3.3 Explain the potential business benefits of personal development
	3.4 Identify their own preferred learning style(s)
	3.5 Identify their own development needs from analyses of the role, personal and team objectives
	3.6 Use feedback from others to identify their own development needs
	3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4 Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	4.2 Make use of formal development opportunities that are consistent with business needs
	4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4 Review progress against agreed objectives and amend plans accordingly
	4.5 Share lessons learned with others using agreed communication methods

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustements and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an intial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification requirements and Learner Authenticity

Identification Requirements

It is a Centre's responsibility to confirm the identity of a learner as part of its registration process. A Centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.
The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.
Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, Centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a Learners Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learners place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessors decision (including the signature and date to evidence completion assessment) and the learners declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.
The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

FutureQuals
INSPIRING LEARNING AND SKILLS

Future (Awards and Qualifications) Ltd
EMP House, Telford Way, Coalville,
Leicestershire, LE67 3HE

Telephone: 01530 836662
Fax: 01530 836668
Email: info@futurequals.com
www.futurequals.com

www.futurequals.com