FutureQuals
INSPIRING LEARNING AND SKILLS

Level 3 Diploma In
CUSTOMER SERVICE

Qualification Specification

Qualification recognition number: 601/3873/7
Qualification Reference: L3DCS

www.futurequals.com

Contents

Centre Requirements

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 3 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 to 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 3 Diploma in Customer Service is to provide learners already working within customer services with the skills, knowledge and understanding required to progress to a higher level of responsibility.

This qualification provides the learner with the opportunity to:

- Understand Customer Relationship Management (CRM)
- Understand business markets
- Know how to deal with customers' problem
- Understand how to organise customer service delivery

The Total Qualification Time (TQT) for this qualification is: 550
Guided Learning (GL) for this qualification is: 298 hours
Minimum credits required to achieve the qualification: 55

Suitable for age ranges: 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 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 and the 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 3 Diploma in Customer Service has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 4 NVQ Diploma in Customer Service.

2.4 Assessment Principles

The Level 3 Diploma in Customer Service must be assessed according to the Instructus (Skills CFA) Assessment Principles.

2.5 Qualification Structure

To achieve the Level 3 Diploma in Customer Service learners must complete a minimum of 55 credits: 31 credits from Mandatory Group M and a minimum of 15 credits from Optional Group 01. A maximum of 9 credits can come from Optional Group 02.

At least 40 of the credits must be achieved at Level 3 or above.

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.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	L/506/2150	Organise and deliver customer service	5	3

2	Y/506/2152	Understand the customer service environment	5	3
3	K/506/2169	Resolve customers' problems	4	3
4	D/506/1942	Principles of business	10	3
5	T/506/2952	Manage personal and professional development	3	3
6	J/506/2910	Understand customers and customer retention	4	3

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
Y/506/2166	Develop resources to support consistency of customer service delivery	5	3
D/506/2167	Use service partnerships to deliver customer service	3	3
R/506/2151	Resolve customers' complaints	4	3
D/506/2170	Gather, analyse and interpret customer feedback	5	3
K/506/2172	Monitor the quality of customer service interactions	5	3
D/506/2119	Communicate verbally with customers	3	2
T/506/2126	Communicate with customers in writing	3	2
L/506/2133	Promote additional products and/or services to customers	2	2
Y/506/2135	Exceed customer expectations	3	2
T/506/2143	Deliver customer service whilst working on customers' premises	4	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
D/506/2153	Champion customer service	4	4
R/506/2179	Build and maintain effective customer relations	6	4

L/506/2181	Manage a customer service award programme	4	4
Y/506/2183	Manage the use of technology to improve customer service	4	4
D/506/2962	Develop a social media strategy for customer service	5	4
H/506/2977	Support customers using self-service equipment	3	2
K/506/2978	Provide post-transaction customer service	5	2

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level
H/506/1912	Negotiate in a business environment	4	3
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3
A/506/1821	Manage team performance	4	3
J/506/1921	Manage individuals' performance	4	3
M/506/1931	Collaborate with other departments	3	3
F/502/8612	Negotiating, handling objections and closing sales	4	3
R/502/8615	Obtaining and analysing sales-related information	4	3
K/502/8622	Buyer behaviour in sales situations	3	3
K/503/0418	Manage incidents referred to a contact centre	6	3
D/503/0397	Lead direct sales activities in a contact centre team	4	3
L/506/1807	Manage diary systems	2	2
L/506/1869	Contribute to the organisation of an event	3	2
H/506/1814	Provide reception services	3	2
M/506/1895	Buddy a colleague to develop their skills	3	2
L/506/1905	Employee rights and responsibilities	2	2
M/502/8587	Processing sales orders	2	2
J/502/4397	Bespoke Software	4	3

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 component level where available

Assessing performance

3.1 Assessment of the components 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 components assigned to the level 1 Award, which may be assessed in a realistic working environment (RWE) - see section 4 (below).

3.2 Components 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 components

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".

Occupational expertise to assess performance, and moderate and verify assessments

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 component 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.

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3.2 Component Specifications

Component 1: Organise and deliver customer service

Level: 3
Credit: 5
GH: 27

Component Summary

This component aims to develop the knowledge and skills required to organise and deliver customer service. Upon completion of this component, learners will be able to both plan and execute the delivery of customer service.

Assessment Guidance

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

Relationship to Occupational Standards

Customer Service (2013) National Occupational Standards:

- CFACSB2 Deliver reliable customer service
- CFACSB10 Organise the delivery of reliable customer service

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to organise customer service delivery	1.1 Explain how different methods of promoting products and/or services impact on customer service delivery
	1.2 Explain who should be involved in the organisation of customer service delivery
	1.3 Explain the importance of differentiating between customers' wants, needs and expectations
	1.4 Explain different ways of segmenting customer groups
	1.5 Explain how customer segmentation is used in organising customer service delivery
	1.6 Explain how to analyse the "customer journey"
2 Be able to plan the delivery of customer service	2.1 Identify customers' needs and expectations
	2.2 Map the "customer journey"
	2.3 Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service
	2.4 Prepare the resources needed to deliver products and/or services to different types of customers
	2.5 Plan how to deal with unexpected additional workloads

	2.6 Allocate priorities to address points of service failure
3 Be able to deliver customer service	3.1 Take steps to ensure that the needs of customers are balanced with organisational objectives
	3.2 Agree realistic and achievable actions with customers
	3.3 Identify areas for improvement in their own customer service delivery
	3.4 Adapt their own customer service delivery to meet customers' changing expectations

Component 2: Understand the customer service environment

Level: 3
Credit: 5
GH: 40

Component Summary

This component aims to develop knowledge and understanding regarding the customer service environment. Upon completion of this component, learners will have developed an understanding of the structure of customer service and the key concepts and practices that underpin customer service delivery. Learners will be aware of the relationship between customer service and a brand and will understand the implications of legislation on customer service delivery.

Relationship to Occupational Standards

Customers Service (2013) National Occupational Standards:

- CFACSA7 Live up to the brand promise when delivering customer service
- CFACSA14 Use customer service as a competitive tool

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the concepts and practices underpinning customer service delivery	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
2 Understand the relationship between customer service and a brand	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
3 Understand the structure of customer service	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
4 Understand the implications of legislation on customer service delivery	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

Component 3: Resolve customers' problems

Level: 3
Credit: 4
GH: 19

Component Summary

This component aims to develop the knowledge and skills required to resolve customers' problems. Upon completion of this component, learners will be able to deal with customers' problems.

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:

- CFACSC5 Monitor and solve customer service problems

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the monitoring and resolution of customers' problems	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
2 Be able to deal with customers' problems	2.1 Confirm the nature and cause of customers' problems
	2.2 Explain when customers' problems should be treated as complaints
	2.3 Explain the benefits to customers and the organisation of the options available to solve problems
	2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems
	2.5 Explain to customers the options for resolving their problems
	2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority

	2.7 Inform colleagues of the nature of problems and actions taken
	2.8 Evaluate the effectiveness of the resolution of customers' problems
	2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

Component 4: Principles of business

Level: 3
Credit: 10
GH: 74

Component Summary

This component aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this component, learners will develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.

Relationship to Occupational Standards

Business & Administration (2013) National Occupational Standards:

- CFABAA112 Contribute to innovation in a business environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand business markets	1.1 Explain the characteristics of different business markets
	1.2 Explain the nature of interactions between businesses within a market
	1.3 Explain how an organisation's goals may be shaped by the market in which it operates
	1.4 Describe the legal obligations of a business
2 Understand business innovation and growth	2.1 Define business innovation
	2.2 Explain the uses of models of business innovation
	2.3 Identify sources of support and guidance for business innovation
	2.4 Explain the process of product or service development
	2.5 Explain the benefits, risks and implications associated with innovation
3 Understand financial management	3.1 Explain the importance of financial viability for an organisation
	3.2 Explain the consequences of poor financial management
	3.3 Explain different financial terminology
4 Understand business budgeting	4.1 Explain the uses of a budget
	4.2 Explain how to manage a budget
5 Understand sales and marketing	5.1 Explain the principles of marketing
	5.2 Explain a sales process
	5.3 Explain the features and uses of market research
	5.4 Explain the value of a brand to an organisation
	5.5 Explain the relationship between sales and marketing

Component 5: Manage personal and professional development

Level: 3
Credit: 3
GH: 12

Component Summary

This component aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this component, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

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
- CFAM&LAA2 Develop your knowledge, skills and competence
- CFAM&LAA3 Develop and maintain your professional networks

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity
	1.2 Identify trends and developments that influence the need for professional development
	1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2 Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development
	2.2 Explain the basis on which types of development actions are selected
	2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis
	2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives
	2.5 Execute the plan within the agreed budget and timescale

	2.6 Take advantage of development opportcomponenties made available by professional networks or professional bodies
3 Be able to maintain the relevance of a personal and professional development plan	3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
	3.2 Obtain feedback on performance from a range of valid sources
	3.3 Review progress toward personal and professional objectives
	3.4 Amend the personal and professional development plan in the light of feedback received from others

Component 6: Understand customers and customer retention

Level: 3
Credit: 4
GH: 35

Component Summary

This component aims to develop knowledge and understanding regarding customers and customer retention. Upon completion of this component, learners will have developed an understanding of Customer Relationship Management (CRM), customer retention, and the measurement of customer satisfaction.

Relationship to Occupational Standards

Customers Service (2013) National Occupational Standards:

- CFACSB14 Review the quality of appropriate customer service
- CFACSB15 Build and maintain effective customer relations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand Customer Relationship Management (CRM)	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
2 Understand customer retention	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
3 Understand the measurement of customer satisfaction	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

Section Four

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.

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