

Pearson BTEC Level 1 Certificate in Customer Service

Specification

Combined (Competence and Knowledge) qualification

First registration September 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com.

This qualifications was previously known as:

Pearson BTEC Level 1 Certificate in Customer Service (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 1 Certificate in Customer Service specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	3
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4

Earlier issue shows previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body.

1 Introducing Pearson BTEC Combined (Competence and Knowledge) qualifications

What are Combined (Competence and Knowledge) qualifications?

A Combined (Competence and Knowledge) qualification is a work-based qualification that combines competence and technical knowledge to give learners the practical competencies, technical skills and sector-related knowledge they need to be able to carry out a job effectively.

Combined (Competence and Knowledge) qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Combined (Competence and Knowledge) qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Combined (Competence and Knowledge) qualifications are outcome based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment and for those studying at college who have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and employers can offer these qualifications provided they have access to appropriate physical and human resources.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

There are three sizes of Combined (Competence and Knowledge) qualifications:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in Customer Service
Qualification Number (QN)	601/3392/2
Regulation start date	28/05/2014
Operational start date	01/09/2014
Approved age ranges	14-16 16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the qualification Assessment Strategy in <i>Annexe A</i> .
Credit value	23
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	230
Guided learning hours	143
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson BTEC Level 1 Certificate in Customer Service is for learners who work in, or who want to work in a supporting role in the customer service sector. It is suitable for learners who have little or no previous experience of the sector, including those returning to work after unemployment, NEET learners and school leavers.

It gives learners the opportunity to:

- develop and demonstrate skills, knowledge and attitudes for working in a customer service role, carrying out a range of routine service-related tasks including communicating and dealing directly with customers
- develop their own personal growth and engagement in learning through the development of personal, learning and thinking skills (PLTS)
- have existing skills recognised
- achieve a nationally-recognised Level 1 qualification.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 1 Certificate in Customer Service (QCF), which expired in September 2014, and the Pearson BTEC Level 1 Award in Customer Service (QCF), which expired in December 2014.

Progression opportunities

Learners who achieve the Pearson BTEC Level 1 Certificate in Customer Service can progress to the Intermediate Apprenticeship in Customer Service at Level 2, which includes the Pearson BTEC Level 2 Diploma in Customer Service or to a Level 2 qualification such as the following:

- Pearson BTEC Level 2 Award in Principles of Customer Service)
- Pearson BTEC Level 2 Certificate in Principles of Customer Service (

Learners could also progress to employment in customer service in a supporting role, for example:

- Customer Service Assistant
- Telesales Operative
- Help Desk Assistant
- Call Centre Advisor.

The Pearson BTEC Level 1 Certificate in Customer Service includes a number of Business and Administration units in its structure, providing a potential foundation for future study in this subject area.

Industry support and recognition

This qualification is supported by Skills CFA, the Sector Skills Council for pan-sector business skills, which includes the customer service sector.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Customer Service, which were set and designed by Skills CFA, the Sector Skills Council for the sector.

4 Qualification structure

Pearson BTEC Level 1 Certificate in Customer Service

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	23
Number of mandatory credits that must be achieved from Group A	14
Minimum number of optional credits that must be achieved (either from Group B only, or from both Group B and Group C)	9
Minimum number of optional credits that must be achieved from Group B	6
Maximum number of optional credits that may be achieved from Group C	3

Unit	Unit reference number	Group A: Mandatory units Learners must achieve all 14 credits from this group.	Level	Credit	Guided learning hours
1	L/506/2083	Understand Working in a Customer Service Environment	1	3	25
2	Y/506/2085	Communication in Customer Service	1	2	14
3	L/506/1791	Principles of Personal Performance and Development	1	3	30
4	R/506/1792	Principles of Working in a Business Environment	1	4	25
5	Y/506/1793	Work with Others in a Business Environment	1	2	18
Unit	Unit reference number	Group B: Optional units Learners must achieve a minimum of 6 credits from this group.	Level	Credit	Guided learning hours
6	A/506/2094	Record Details of Customer Service Problems	1	3	14
7	A/506/2113	Deal with Customer Queries, Requests and Problems	1	3	11
8	T/506/2126	Communicate with Customers in Writing	2	3	20
9	H/506/2154	Deal with Incoming Telephone Calls from Customers	2	3	16
10	K/506/2155	Make Telephone Calls to Customers	2	3	16
11	R/506/2134	Process Information about Customers	2	3	14

Unit	Unit reference number	Group C: Optional units Learners may achieve a maximum of 3 credits from this group.	Level	Credit	Guided learning hours
12	H/506/1795	Manage Time and Workload	1	1	10
13	A/506/1799	Meet and Welcome Visitors in a Business Environment	1	2	20
14	F/503/0392	Contribute to Sales Activities in a Contact Centre	1	3	6
15	F/503/0361	Use Specific Features of Contact Centre Systems and Technology	1	3	12
16	T/505/4673	Health and Safety Procedures in the Workplace	2	2	16
17	M/502/8587	Processing Sales Orders	2	2	17
18	R/502/8601	Meeting Customers' After Sales Needs	2	3	14

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery, for example full time, part time, evening only, distance learning, that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery, in particular the policy *Collaborative Arrangements for the Delivery of Vocational Qualifications* on our website at www.edexcel.com/policies

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction can include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery, the assessment process. It is good practice to involve employers in the induction process, this helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication with the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- balancing on-the-job and off-the-job training to meet the knowledge and competence requirements of the programme:
 - off-the-job: the nature of Combined (Competence and Knowledge) qualifications means that the development of technical- and sector-related knowledge is integral to learners achieving them. As a result, learners need to have sufficient time away from the work environment to focus on developing their technical and industry knowledge, and transferable and practical skills related to their job role. Tutors need to use a range of teaching and learning methods to deliver this training effectively, for example demonstration, observation and imitation, practising ('trial and error'), feedback on performance from experts and peers, reflective practice, real-world problem solving, enquiry-based learning, simulation and role play, peer learning, virtual environments, questioning, discussions
 - on-the-job: planning opportunities with the employer for the development and practising of skills on the job. The on-the-job element of the programme offers opportunities for assessment and plays an important role in developing the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed. In producing the plan, the assessor should work closely with the learner to identify any activities that relate to more than one unit or learning outcome and to agree the best way to collect a single piece of evidence that meets the assessment requirements sufficiently. The assessment guidance given in the units identifies opportunities to assess units holistically, helping centres to develop assessment plans
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

Delivery guidance for Pearson BTEC Level 1 Certificate in Customer Service

The following delivery guidance is not intended to be prescriptive. Those delivering the programme of learning can adapt the guidance to meet the needs of learners, employers and the specific context.

This qualification comprises both practical and knowledge-based units. The mandatory units cover knowledge requirements and underpin the practical elements of the qualification. Delivery of the mandatory units can involve a wide range of methods, including:

- presentations – covering key legislation surrounding roles in customer service, the standards required in a customer service role in a business environment, personal development, and key aspects of communication and how these may affect the level of customer service provided
- discussion – class and small group discussions focusing on particular aspects of a role in a customer service environment
- role play – for example, answering telephone calls, examples of good and bad customer service, and dealing with customers within scenarios from different industries or settings.

Group work is also a valid method of delivery, but it should be remembered that when being assessed, learners must produce individual pieces of work clearly showing that the relevant assessment criteria have been met.

Many of the units overlap in their content and complement each other, allowing delivery to take place holistically, covering several parts of units or criteria at the same time.

Delivery of this qualification would benefit from access to a workplace where learners have the opportunity to demonstrate the skills required in a customer service environment. Units could be linked and delivered holistically, for example *Unit 2: Communication in Customer Service* could be taught in conjunction with *Unit 7: Deal with Customer Queries, Requests and Problems*, *Unit 8: Communicate with Customers in Writing*, *Unit 9: Deal with Incoming Telephone Calls from Customers*, or *Unit 10: Make Telephone Calls to Customers*. Delivering these units holistically would give learners the opportunity to reinforce learning which has previously taken place in the classroom, allowing them to link together key customer service concepts and aspects of working in a customer service environment. Learners could gain experience in communicating with both internal and external customers in a business environment, allowing them to recognise opportunities to contribute to the business in a positive way by delivering good customer service.

An alternative delivery method would be for learners to undertake a work placement or work experience in an appropriate environment where customer service is a key part of the role. This will allow learners to develop the skills required, especially in the area of communication. Learners could benefit from the opportunity to experience different types of customer service, for example they could work in an office environment (call centre) or in the retail or hospitality sector.

For the practical units demonstration could be used, particularly for the use of equipment such as telephone systems and payment systems. Tutors could also use role play, particularly in the use of telephones, where one learner could be a customer with the other acting as a customer service adviser, taking calls and dealing with customer queries and complaints. This method of delivery could cover several units, including *Unit 2: Communication in Customer Service*, *Unit 9: Deal with Incoming Telephone Calls from Customers* and *Unit 10: Make Telephone Calls to Customers*. Tutors could write a short scenario or brief for learners and learners could create their own script for answering the telephone in the correct manner before reflecting on their performance after the role play has been completed.

Visiting speakers working at different levels in customer service could add value to the delivery of this qualification. Speakers could be given time to discuss with learners what is expected of a customer service representative and how the role can be developed, so that learners can strive to develop their skills in order to further their career. Speakers could also focus on different customer service roles in the sector and the industries where customer service is of particular importance. Links could be made with *Unit 1: Understand Working in a Customer Service Environment* and *Unit 3: Principles of Personal Performance and Development*. Tutors could direct speakers to ensure that key concepts are covered during the visit.

Learners could be given an opportunity to interview a practitioner currently employed by a local organisation in a customer service role, allowing learners to ask key questions about the role, looking at a typical role on a day-to-day basis and looking at the contribution that a customer service representative makes to the overall organisation. Learners could work in small groups developing key questions to ask the speaker and recording their answers during the discussion. Tutors could also direct learners in this activity so that key concepts are covered. This could link with several units, for example *Unit 8: Communicate with Customers in Writing*, *Unit 11: Process Information About Customers*, *Unit 17: Processing Sales Orders* and *Unit 18: Meeting Customers' After Sales Needs*.

The use of case studies focusing on well-known organisations could also be used to deliver this qualification, and could help tutors to highlight the differences between good and bad customer service, linking with *Unit 2: Communication in Customer Service*. Tutors could also consider using scenario-based briefs to allow learners to carry out role play exercises covering key customer service activities.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the Skills CFA assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet.

Unit

Unit 14: Contribute to Sales Activities in a Contact Centre

Unit 15: Use Specific Features of Contact Centre Systems and Technology

Resources required

Centres should ensure that learners undertaking these units have access to the relevant equipment and software expected within a contact centre environment.

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time in and are assessed in work settings, it is the centre's responsibility to ensure that the work environment is safe.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

This qualification contains both knowledge and competence units that are all internally assessed. The type of unit, whether knowledge or competence, is stated in the unit information section at the start of each unit. Information on the internal assessment requirements for both competence and knowledge units is given later in this section.

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Both of the documents above are on our website at <http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

Competence units

All competence units in this qualification are assessed through an internally and externally quality assured portfolio made up of evidence gathered during the course of the learner's work.

Each competence unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for each unit is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council’s assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit’s assessment criteria through knowledge, understanding or skills they already possess, without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

- a combination of the above.

Assessment strategy

The Assessment Strategy for the customer service-specific competence units in this qualification is given in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. The Assessment Strategy has been developed by Skills CFA in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Imported units in this qualification are governed by the Assessment Strategies in Annexes B and C. The unit assessment requirements section in each unit states where these strategies apply.

Types of evidence

To achieve a competence unit, the learner must gather evidence showing that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (see *Section 10, Quality assurance of centres*) and the requirements of the relevant Assessment Strategies in *Annexes A, B and C*.

In line with the Assessment Strategies, evidence for the competence units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S) – except for Units 8, 9, 10, 11 and 16, which must be assessed in the workplace
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in competence units – achievement of these cannot be inferred from performance. Centres must ensure that the assessment methods used are appropriate for the specific learning outcomes and assessment criteria and are in line with the Assessment Strategies in *Annexes A, B and C*. Guidance may need to be given to learners before the assessment is conducted to clarify the requirements of different command verbs. This will ensure that evidence provided has sufficient breadth and depth to meet the assessment requirements. The *Unit assessment guidance* given in each unit is useful in supporting centres with the assessment process.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must reference clearly the unit that is being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: qualifications.pearson.com

Knowledge units

All knowledge units are assessed through an internally and externally quality assured Portfolio of Evidence. All assessments created by centres for the development of portfolio evidence must be fit for purpose and based on the unit assessment criteria. To pass each internally assessed knowledge unit the learner must:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria in the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Centres need to produce assessment briefs for learners to show what evidence is required. Assessment briefs should indicate clearly which assessment criteria are being targeted. Centres are encouraged to create strong links between the assessment of the knowledge units and the competence units to reinforce the relationship between knowledge and understanding and the job-related competencies.

Unless otherwise indicated in the *Unit assessment guidance* for each unit, the centre can decide the form of assessment evidence (for example presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

For guidance on internal assessment methods, please refer to the *Guide to Assessing Work Based Learning Qualifications*, available on our website at: qualifications.pearson.com

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. There is more information on the appeals process in our policy document *Enquiries and Appeals about Pearson Vocational Qualifications*, available on our website at: <http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Centre guidance for dealing with malpractice* and the JCQ document *Suspected Malpractice in Examinations and Assessments – JCQ Policies and Procedures*, available on our website at:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*, available on our website. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology, adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*, available on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in our document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Both of the documents mentioned above are on our website at:
<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered BTEC vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC vocational qualifications is available at qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering Combined (Competence and Knowledge) qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria describe the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard determined in the assessment criteria.

Amplification structure

- Amplification is given only for those assessment criteria associated with knowledge-based learning outcomes. Assessment criteria for competence learning outcomes are not amplified as the related activities are organisation specific.
- Where a knowledge-based assessment criterion is context specific, it is indicated by the following, or similar, statement: *'The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply knowledge specific to their organisation to meet this AC'*. Where appropriate, general information is given to support the delivery of the content needed to satisfy the assessment criteria.
- Content in brackets is content that must be covered and delivered.
- Where content is specified as 'e.g.' (indicative content) it means that it could be covered in delivery or replaced with other, similar content.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally. External assessments will also cover the most recent legislation.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.
- *Assessment* – gives information about the assessment requirements that learners need to satisfy in order to achieve the unit. This section also gives guidance on the assessment activities that can be used to gather the evidence required to achieve the unit. This section should be read in conjunction with the assessment criteria, learning outcomes and unit amplification.

Unit 1: Understand Working in a Customer Service Environment

Unit reference number: L/506/2083

Level: 1

Credit value: 3

Guided learning hours: 25

Unit type: Knowledge

Unit summary

This unit addresses what good customer service means and why it is so important to the success of an organisation. You will learn about the different types of customer that organisations deal with, how to identify and meet their different needs and, wherever possible, strive to exceed their expectations.

Working effectively in a customer service role is key to the overall success of a business and you will learn about the standards you have to work towards to offer effective customer service. You will learn about current legislative, regulatory and organisational requirements and understand how your personal behaviours and presentation affect your role in a customer service environment.

You will learn how to identify dissatisfied customers, how to resolve the issues within the limits of your responsibility and to whom you report and refer customer complaints and related issues.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know the importance of customer service	1.1 State what is meant by "customer service" 1.2 State why effective customer service is important to an organisation
2 Know the factors affecting customer service	2.1 Outline the difference between an internal and an external customer 2.2 State how to identify customers' needs and expectations 2.3 List information sources needed to deliver reliable customer service 2.4 Describe the relationship between customer expectations and customer satisfaction
3 Know how to work in a customer service role	3.1 Identify personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services 3.2 Identify the job roles within a team delivering customer service 3.3 State the standards of personal presentation and behaviour expected by customer service staff in different organisations 3.4 State standards and practices that relate to a service offer within different types of organisation 3.5 Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role 3.6 Describe the procedures for protecting customers' personal information and safety 3.7 State the importance of protecting customers' personal information and safety

Learning outcomes	Assessment criteria
<p>4 Know how to refer customer queries and problems to others</p>	<p>4.1 Describe types of customer behaviour that show when a customer is dissatisfied</p> <p>4.2 State the procedures to be followed when dealing with customer queries or problems</p> <p>4.3 State to whom to refer customer queries and problems</p>

Unit amplification

AC1.1: State what is meant by “customer service”

- *Customer service:* the service provided to customers in relation to goods or services purchased, used or obtained to meet customer needs and expectations

AC1.2: State why effective customer service is important to an organisation

- *Importance to an organisation:* encourages repeat business, improves organisation’s reputation and image, improves customer confidence in dealing with organisation, increases customer satisfaction

AC2.1: Outline the difference between an internal and an external customer

- *Internal customers:* working within the organisation (colleagues, supervisors, staff working in other departments), working with the organisation (manufacturers, suppliers, distributors)
- *External customers:* outside the organisation (customers obtaining or paying for goods and/or services)

AC2.2: State how to identify customers’ needs and expectations

- *Needs:* customers’ requirements of the product or service (features, benefits, specific functions)
- *Expectations:* customers’ ideas of how the product or service will meet their needs (realistic, unrealistic)
- *Identifying customers’ needs:* asking questions, e.g. open, closed, leading, questionnaires, surveys, focus groups; observing body language

AC2.3: List information sources needed to deliver reliable customer service

- *Information sources:* staff working in same organisation, e.g. manager, supervisor, those with specialist knowledge; external, e.g. suppliers, sales representatives, regulators; records, e.g. sales history, customer information; product information, e.g. sales literature, specifications

AC2.4: Describe the relationship between customer expectations and customer satisfaction

- *Customer expectations:* customers' ideas of how the product or service will meet their needs (realistic, unrealistic)
- *Customer satisfaction:* customers' opinions of how the product or service meets or exceeds their needs after purchasing goods or using services (happy, value for money, quality, fit for purpose)
- *Relationship:* customer satisfaction is dependent on how realistic customer expectations are; if customer expectations are unrealistic, the organisation may never satisfy customers even if their products or services reach a high standard

AC3.1: Identify personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services

- *Personal behaviours:* positive attitudes (polite, friendly, approachable, knowledgeable); negative attitudes (rude, impatient, careless)
- *Customer perceptions:* individual views and opinions of the organisation and the quality of products and services

AC3.2: Identify the job roles within a team delivering customer service

- *Job roles:* e.g. managers/supervisors (handling and resolving complaints, ensuring organisational targets are met, managing teams), sales assistants (attracting sales, retaining customers, providing after sales support), receptionists (greeting customers/visitors, answering queries), administrators (answering and resolving queries/complaints, processing orders, recording customers' use of service and sales history)

AC3.3: State the standards of personal presentation and behaviour expected by customer service staff in different organisations

- *Standard of personal presentation:* business clothing (smart, clean, professional, minimal jewellery), good standard of personal hygiene, e.g. clean and brushed hair, clean and filed fingernails, no body odour
- *Personal behaviour:* polite, patient, professional, clearly spoken, approachable

AC3.4: State standards and practices that relate to a service offer within different types of organisation

- *Service offer:* extent and limits of customer service an organisation offers (pricing and range of goods unique to the organisation), service level agreements (SLAs) - what an organisation will do to meet/exceed customer needs
- *Standards and practices:* providing good customer service (agreed organisational procedures, meeting or exceeding customer needs), products and services (quality, value for money, specifications)

AC3.5: Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role

- *Legislation:* Sale of Goods Act 1979, Consumer Credit Act 1974, Trade Descriptions Act 1968, Supply of Goods and Services Act 1982, Consumer Protection Act 1987, The Consumer Protection from Unfair Trading Regulations 2008, Data Protection Act 1998
- *Organisational requirements:* agreed policies and procedures, accepted standard of customer service

AC3.6: Describe the procedures for protecting customers' personal information and safety

- *Customers' personal information:* name, address (home, email), telephone number (home, mobile), date of birth, payment details (bank account number, credit/debit card numbers)
- *Customers' safety:* preventing injury or harm (accidents, hazardous premises/working practices)
- *Procedures:* working safely (following organisational procedures, adhering to legislation (Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 2002 (COSHH), RIDDOR, Data Protection Act 1998, Consumer Protection Act 1987)

AC3.7: State the importance of protecting customers' personal information and safety

- *Importance:* e.g. avoids injury to customers, prevents customer complaints, protects customers from fraud attacks, prevents prosecution, avoids expensive compensation costs to the organisation, protects the reputation of the organisation

AC4.1: Describe types of customer behaviour that show when a customer is dissatisfied

- *Customer dissatisfaction:* when the service or product supplied by an organisation fails to meet customers' needs and expectations
- *Types of dissatisfied customer behaviour:* angry, rude, aggressive, impatient
- *Description of behaviours:* e.g. shouting at customer service staff, using inappropriate language, body language, physical contact against staff, disagreeing with service provided

AC4.2: State the procedures to be followed when dealing with customer queries or problems

- *Queries relating to:* product or service, e.g. use, specifications, limitations, price, conditions, access
- *Problems relating to:* product, e.g. failure, fault, breakdown, not meeting customer needs; service obtained, e.g. not meeting customer expectations, access, support, information; after-sales service

AC4.3: State to whom to refer customer queries and problems

- *Queries relating to:* product or service, e.g. use, specifications, limitations, price, conditions, access
- *Problems relating to:* product, e.g. failure, fault, breakdown, not meeting customer needs; service obtained, e.g. not meeting customer expectations, access, support, information; after-sales service
- *Refer to:* e.g. manager, supervisor, supplier, manufacturer, sales staff, administrator

Information for tutors

Suggested resources

Books

Tutor resource

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

Tutor and learner resources

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010) ISBN 9781562865900

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Timm P – *Customer Service: Career Success Through Customer Loyalty (5th edition)* (Prentice Hall, 2010) ISBN 9780135063972

Magazine

Customer Focus – magazine produced by the Institute of Customer Service, has information on customer service practice, including topical issues relating to the customer service industry

Websites

www.businessballs.com – Businessballs, information on different business-related topics suited to this unit, for example complaint letters, body language, customer service, games to improve skills and understanding of relevant topics

www.instituteofcustomerservice.com – Institute of Customer Service (ICS), information on customer satisfaction surveys, research information on improving customer service levels in business, and a source of other customer service resources

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* given below. This guidance should be read in conjunction with *Section 8 Assessment*.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To demonstrate achievement of this knowledge unit, tutors could plan to collect evidence from question and answer (Q&A) sessions, either conducted orally or through written responses, and reflective accounts. Tutors should help learners to develop their knowledge of the skills required to work in a customer service role and encourage independent research and learning. Learners should be encouraged to reflect on their experience of having worked in a customer service environment or, from a customer's perspective, of receiving customer service.

To meet all the requirements of learning outcomes 1, 2, 3 and 4 tutors could set tasks for learners to explore the meaning and importance of each assessment criterion. These could be followed by an opportunity, such as group discussion, for learners to share their experiences of either providing or receiving customer service. Once these key outcomes have been covered, tutors could plan to collect evidence of individual learner competence using the most appropriate method of assessment listed above, ensuring that it is suited to the individual needs of the learner. The final evidence collected must be the learner's own work and must demonstrate individual achievement of the assessment criteria.

To achieve AC1.2, learners must state at least two reasons why effective customer service is important to an organisation.

To meet AC2.2, learners must state at least two ways of identifying customers' needs and expectations. For AC2.3, learners must list at least three information sources needed to deliver reliable customer service.

To achieve AC3.1, learners must identify at least two personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services. For AC3.2, learners must identify all job roles within a customer service team consisting of at least three different job roles. For AC3.3, learners must state standards of personal presentation and behaviour expected in at least two different organisations. To achieve AC3.5, AC3.6 and AC3.7, learners' responses must be at the appropriate breadth and depth to meet the level of demand and should cover legislative, regulatory and organisational requirements.

To meet AC4.1, learners must describe at least three types of behaviour that show when a customer is dissatisfied.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 2: Communication in Customer Service

Unit reference number: Y/506/2085

Level: 1

Credit value: 2

Guided learning hours: 14

Unit type: Competence

Unit summary

In this unit you will learn how to communicate with customers from within the organisation in which you work and with customers who you deal with externally. The ability to communicate effectively at work is an essential skill that you will need to demonstrate in your customer service role and you will learn about a range of methods that will improve your skills in this area.

You will learn how and when to adjust your communication style by altering the language and tone you use, being aware of your body language and understanding how active listening skills can affect the customer's experience, with the aim of ensuring that a good level of customer service is consistently provided.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know how to communicate in a customer service role</p>	<p>1.1 Describe different methods of communicating with customers and when it is appropriate to use them</p> <p>1.2 Give examples of positive and negative customer service language</p> <p>1.3 State the importance of speaking clearly</p> <p>1.4 Describe how tone of voice can affect how customers perceive their experience</p> <p>1.5 Describe how body language conveys what someone is thinking or feeling</p> <p>1.6 Define the term "active listening"</p> <p>1.7 List the types of information needed to communicate effectively with customers</p> <p>1.8 State why it is important to pass information and messages to colleagues</p>
<p>2 Be able to communicate with customers</p>	<p>2.1 Listen "actively" to what customers are saying</p> <p>2.2 Check their own understanding of customers' needs</p> <p>2.3 Summarise information for customers</p> <p>2.4 Check that customers are satisfied with the information provided</p> <p>2.5 Follow organisational standards of behaviour and communication when interacting with customers</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements when communicating with customers</p>

Unit amplification

AC1.1: Describe different methods of communicating with customers and when it is appropriate to use them

- *Methods:* written, e.g. letter, email, leaflets; verbal, e.g. telephone, face to face, demonstrations
- *Appropriateness dependent on:* e.g. urgency, formality, customer preference and needs, organisational policy and purpose, legislation

AC1.2: Give examples of positive and negative customer service language

- *Positive language:* consistently courteous/polite, appropriate greeting and close, e.g. 'Good morning – how may I help you?' or 'Thank you, hope to see you again soon', respectful
- *Negative language:* impolite, disrespectful, casual, unprofessional, e.g. 'No, I can't help' or 'Wait, I'm busy'

AC1.3: State the importance of speaking clearly

- *Speaking clearly:* tone, volume, speed, language, appropriate use of jargon/technical words
- *Importance:* e.g. ensures customers' understanding, maintains good working relationships, passing on information accurately, avoids misinterpretation which could lead to complaints, conflicts and compensation costs

AC1.4: Describe how tone of voice can affect how customers perceive their experience

- *Tone:* pitch (high, low, monotone, variation), volume (loud, soft), speed (fast, slow)
- *Effect on customers' perception:* opinion and trust of service and organisation effect on attention (interest/boredom)

AC1.5: Describe how body language conveys what someone is thinking or feeling

- *Body language:* non-verbal methods of communication, body movements, e.g. crossed arms, posture, fidgeting; distance between people, facial expressions, e.g. smiling, frowning, eye movements
- *Conveys feelings and thoughts:* e.g. happy (smiling, expressive hand/arm movements), sad (downturned facial expression, bent posture), angry (crossed arms, upright stance, rapid eye movements), agreement (nodding head, fixed eye contact, smiling), disapproval (shaking head, crossed arms, frowning), fear (wide eyed, fixed/non-moving body movements, rapid breathing), surprise (animated body movements and facial expression, smiling)

AC1.6: Define the term “active listening”

- *Active listening:* attentive, allowing customer to speak without interruption, body language (good eye contact, open, nodding), taking notes, repeating back to confirm understanding, answering with ‘yes’ or other appropriate terms

AC1.7: List the types of information needed to communicate effectively with customers

- *Types of information:* e.g. identifying customer needs and expectations, asking questions, conducting surveys and questionnaires, detailed knowledge of product or service (features/benefits, limitations), sales records, purchase history
- *Communicate effectively:* speaking clearly (language, tone, volume, speed), appropriate method (face to face, remote, verbal, letter, email, website), within agreed timescales (customers, organisation)

AC1.8: State why it is important to pass information and messages to colleagues

- *Information and messages:* e.g. queries, requests, complaints, meetings, appointments, deliveries, promises, updates on products/services
- *Colleagues:* working in own department, working in other departments, managers, supervisors, team members, staff, contract/specialist staff
- *Importance:* e.g. to meet customer needs and expectations, to ensure problems and complaints are resolved effectively, to avoid customer complaints, to protect the image and reputation of the business, to enable staff to work effectively

Information for tutors

Suggested resources

Books

Tutor resource

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

Tutor and learner resources

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010) ISBN 9781562865900

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Timm P – *Customer Service: Career Success through Customer Loyalty* (5th edition) (Prentice Hall, 2010) ISBN 978013506397)

Magazine

Customer Focus – magazine produced by the Institute of Customer Service, has information on customer service practice, including topical issues relating to the customer service industry

Websites

www.businessballs.com – Businessballs, information on different business-related topics suited to this unit, for example complaint letters, body language, customer service, games to improve skills and understanding of relevant topics

www.instituteofcustomerservice.com – Institute of Customer Service (ICS), information on customer satisfaction surveys, research information on improving customer service levels in business, and a source of other customer service resources

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit may be assessed in a real working environment or in a Realistic Working Environment (RWE). If an RWE is used for assessment, it must provide an environment that replicates the key characteristics of the workplace in which the skills and knowledge to be assessed are normally employed.

The primary source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out work activities relating to communicating with customers. To achieve AC2.1, AC2.2, AC2.3 and AC2.4 communication could relate to face-to-face interactions with customers and should demonstrate an appropriate level of competence to meet the level of demand for this unit.

The evidence collected by direct observation could be supported with authenticated reflective accounts and work products provided by the learner, detailing examples of customers they have communicated with, either at work or in the RWE. To support the claims further, tutors could obtain a statement from an expert witness, for example the learner's manager or supervisor, to support the overall claim and in particular the requirements for AC2.5 and AC2.6 as these may be more difficult to substantiate.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner for AC2.5 and AC2.6, as well as to meet the requirements of all the knowledge ACs in LO1. Learners' responses to the knowledge ACs must be at the appropriate breadth and depth to meet the level of demand for the knowledge ACs.

To achieve AC1.1, learners must describe at least three different ways of communicating with customers, also describing when it is appropriate to use each of the ways. At least one way must be written and at least one must be verbal. For AC1.3, learners must state at least two reasons why speaking clearly is important. For AC1.5, learners must describe at least three types of body language and the thoughts and feelings that they convey. To meet AC1.7, learners must list at least three types of information needed to communicate effectively with customers. For AC1.8, learners must state at least two reasons why it is important to pass information and messages to colleagues.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments. If appropriate, tutors could also accept reflective accounts to support the claims for competence.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 3: Principles of Personal Performance and Development

Unit reference number: L/506/1791

Level: 1

Credit value: 3

Guided learning hours: 30

Unit type: Knowledge

Unit summary

In all job roles it is important the job holder knows their employment rights and what their employer expects of them. To be an effective team member, a job holder needs to know how to manage their workload and who to report to about progress and highlight any problems. Being able to manage and improve performance is a vital part of personal development and a skill which is required in all job roles.

In this unit you will learn to understand what your rights are as an employee and what your employer's expectations will be. You will know how to manage the tasks allocated to you, what your limitations within your role are, the importance of accepting responsibility for your work and who you need to report to about your progress and any problems you may encounter. You will have the knowledge on how to manage and improve your own development and your manager's part in this.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know employees' rights and employers' expectations</p>	<p>1.1 State an organisation's expectations for the conduct of its employees</p> <p>1.2 State an employee's rights in relation to their employment</p> <p>1.3 State why it is important to work within employees' rights and employers' expectations</p> <p>1.4 State where to find information and advice on employees' rights and employers' expectations</p>
<p>2 Know how to manage their own work</p>	<p>2.1 Describe ways of managing allocated tasks to ensure they are completed on time</p> <p>2.2 State the purpose of keeping other people informed of progress and problems with work activities</p> <p>2.3 Explain the importance of accepting responsibility for one's own work</p> <p>2.4 State the limits of their own responsibilities at work</p> <p>2.5 State what to do when a problem arises with work activities</p>
<p>3 Know ways of managing and improving personal performance and development</p>	<p>3.1 State the purpose and benefits of personal development at work</p> <p>3.2 Describe the purpose of individual and team goals and targets</p> <p>3.3 Explain the use of personal development plans</p> <p>3.4 Explain the importance of fulfilling a personal development plan</p> <p>3.5 Outline a manager's role in an individual's personal development</p> <p>3.6 Outline relevant personal development opportunities and career paths within the organisation</p> <p>3.7 Describe how acting on feedback can benefit a team and organisation</p>

Unit amplification

AC1.1: State an organisation's expectations for the conduct of its employees

- *Generally expected conduct and behaviour includes:* professional behaviour, e.g. positive attitude, punctual, good personal presentation and hygiene, politeness; work standard, e.g. carrying out work tasks as directed, compliance with the organisations policies and procedures, e.g. Disciplinary Policy

AC1.2: State an employee's rights in relation to their employment

- *Contract of employment or apprenticeship agreement:* including hours of work, salary/wages, holiday entitlement, periods of notice, benefits, discipline and grievance procedures
- *Employee rights:* fair treatment in relation to anti-discrimination and equal opportunities; rights at work, e.g. safe working environment (Health and Safety at Work Act HASAWA); good working conditions, e.g. fair pay/wages, paid holiday time, right to join and form trade union

AC1.3: State why it is important to work within employees' rights and employers' expectations

- *Importance:* e.g. to maintain safety of self and others, to ensure fair treatment in relation to anti-discrimination and equal opportunities, supports good team work, help to achieve business objectives

AC1.4: State where to find information and advice on employees' rights and employers' expectations

- *Information sources:* internal advisers e.g. line manager, human resources department, occupational health, health and safety adviser; external advice, e.g. Department of Work and Pensions; Advisory, Conciliation and Arbitration Services (ACAS); Citizens Advice Bureau (CAB)<http://www.gov.uk>; documents, e.g. policies and procedures, staff handbook, intranet, trade unions

AC2.1: Describe ways of managing allocated tasks to ensure they are completed on time

- *Workload management:* techniques, e.g. write action/'to do' lists in order of priority, use an organiser or diary, allow time for contingencies, schedule tasks based on personal concentration and energy levels; agree realistic deadlines; ask for help or support when needed; monitor work progress against deadlines

AC2.2: State the purpose of keeping other people informed of progress and problems with work activities

- *Purpose of keeping other people informed:* e.g. to ensure deadlines are met, to ensure the work is meeting the requirements, to highlight and address any problems

AC2.3: Explain the importance of accepting responsibility for one's own work

- *Taking responsibility for own work:* e.g. being responsible for quality, meeting deadlines, fulfilling contracted duties, establishes organisational hierarchy

AC2.4: State the limits of their own responsibilities at work

- *The knowledge to meet this AC depends the specific organisational context and the learner's own role within their team. Learners need to apply the knowledge specific to their organisation to meet this AC*
- *Limits of own responsibilities:* understanding the chain of command or organisation hierarchy; understanding own job role and role of team

AC2.5: State what to do when a problem arises with work activities

- *Potential problems:* e.g. missing deadlines, finding work difficult, equipment malfunction, customer dissatisfaction, issues with colleagues
- *Actions to take:* e.g. refer to line manager, Human Resources manager, follow specific organisational procedures

AC3.1: State the purpose and benefits of personal development at work

- *Purpose:* e.g. to improve work performance, to develop skills
- *Benefits:* e.g. become more effective in job role, to enable goals to be set and progress monitored, to increase job satisfaction, provide sense of direction

AC3.2: Describe the purpose of individual and team goals and targets

- *Individual goals and targets:* e.g. to meet deadlines, to improve performance, contribute to achieving team goals, motivation
- *Team goals and targets:* e.g. encourage effective team work, contribute to achieving organisational goals and objectives, improve quality standards

AC3.3: Explain the use of personal development plans

- *Uses:* achieve personal and professional development; motivate employee, improve quality of work; identify future development opportunities

AC3.4: Explain the importance of fulfilling a personal development plan

- *Importance:* e.g. personal satisfaction, improves performance in job role, part of job progression, support team in achieving goals

AC3.5: Outline a manager's role in an individual's personal development

- *Manager's role in employee personal development:* to identify training needs, to provide or support training, to review training to ensure goals are met

AC3.6: Outline relevant personal development opportunities and career paths within the organisation

- *The knowledge to meet this AC depends the specific organisational context and the learner's own career aspirations. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *General personal development opportunities:* e.g. shadowing colleague, having a mentor, internally delivered training courses, external training courses, virtual training environments

AC3.7: Describe how acting on feedback can benefit a team and organisation

- *Benefits to team:* e.g. improved effectiveness, improved quality standards, better teamwork
- *Benefits to organisation:* e.g. more likely to achieve goals and objectives, increased output, innovative products or services, good reputation and standards

Information for tutors

Suggested resources

Books

ERR workbook produced by CFA

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.acas.org.uk – Arbitration service, advice on health and wellbeing at work

www.adviceguide.org.uk – Citizens Advice Bureau

www.cfa.uk.com – Council for Administration

www.gov.uk – General rights and responsibilities in the workplace

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* given below. This guidance should be read in conjunction with *Section 8 Assessment*.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To achieve the unit, learners need to provide evidence of an investigation into a specific job role; they could draw on their own work as employees or from work experience. It is advised that learners do not reproduce large chunks of information verbatim from company handbooks or legislation but contextualise it to a job they are familiar with or have investigated.

For learning outcome 1, the learner should not just simply list different legislation or generic expectations of an employee but instead should relate this to a specific organisation to put this in context. For learning outcomes 2 and 3, the learner could draw on their own experiences of planning their work and the personal development process either as employees or from work placements. Alternatively, they could interview people working in suitable administrative roles.

A visit from an external, suitably qualified person working within administration would be a suitable candidate to be interviewed.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC1.1 – give at least three types of behaviour expected of the employees of a specific organisation
- AC1.2 – give at two rights based on a contract of employment from a specific administrative job role or an apprenticeship contract, and two rights related to legislation and regulations in the context of a specific administrative job role. Learners are not expected to know the details of specific legislation and regulations.
- AC1.3 – give three reasons why it is important to work within employee rights and employers expectations
- AC1.4 – give at least two internal and two external sources of information and advice on employee rights and employers expectations
- AC2.1 – describe at least two ways of managing allocated work tasks
- AC2.2 – give two reasons why it is necessary to keep other people informed of progress and problems with work activities
- AC2.3 – give two fully explained reasons, using examples, why it is important to accept responsibility for own work
- AC2.4 – give at least two points relating to a specific job description and team structure to show the limits of own responsibilities
- AC2.5 – state at least three different types of problems that can occur with work activities in the administrative environment and the actions that can be taken to resolve these
- AC3.1 – give two reasons why personal development at work is necessary and two ways in which it benefits the individual and organisations
- AC3.2 – give at least two reasons why individual and team goals and targets are necessary; this should be related to an administrative role
- AC3.3 – give at least two fully explained reasons, supported by examples, for the use of personal development plans
- AC3.4 – give at least two fully explained reasons, supported by examples, why it is important to fulfil a personal development plan
- AC3.5 – give two ways in which a manager can support the development of an individual
- AC3.6 – identify at least two career pathways in the business administrative environment that interest them and two different opportunities for personal development that could help them to achieve their career goals
- AC3.7 – describe two ways in which acting on feedback can benefit the organisation and the team; two ways for each.

It may be possible to assess the unit through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each learning outcome has been met. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 4: Principles of Working in a Business Environment

Unit reference number: R/506/1792

Level: 1

Credit value: 4

Guided learning hours: 25

Unit type: Knowledge

Unit summary

It is important in a business environment to understand the purpose and structure of different business organisations. There are overarching business principles which are common to all businesses. These include the requirements for confidentiality and security in a business especially in relation to data protection requirements. Businesses need to know how to support equality and diversity within their workplace. Environmental sustainability is an increasingly important issue in business organisations and businesses need to consider how best to contribute to this. These business principles impact on everyone working in a business environment.

In this unit you will learn what the purpose and structure of different types of business organisations are, how businesses are organised and the main functions of the different areas in an organisation. You will consider how business organisations can contribute to environmental sustainability and how you can personally contribute to this through your role. You will know about equality and diversity and how these apply to business organisations. You will also understand the need for security and confidentiality within a business organisation.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know the purpose and structure of business organisations</p>	<p>1.1 State the purposes of different types of business organisations</p> <p>1.2 Explain why it is important for a business to be financially secure</p> <p>1.3 State the purposes of an organisational chart</p> <p>1.4 Describe the role of the main functional areas of business organisations</p>
<p>2 Know how to contribute to environmental sustainability within an organisation</p>	<p>2.1 State what is meant by "environmental sustainability"</p> <p>2.2 Explain why it is important to keep waste to a minimum</p> <p>2.3 Describe practices that may be used to minimise waste in a business environment</p> <p>2.4 State the standard procedures to be followed when recycling and disposing of waste</p>
<p>3 Know how to support equality and diversity within an organisation</p>	<p>3.1 State the meaning of the terms "equality" and "diversity"</p> <p>3.2 State why it is important to support equality and diversity in the work environment</p> <p>3.3 Describe ways of behaving that show sensitivity and respect for other people</p> <p>3.4 State the legal requirements relating to equality and diversity</p>
<p>4 Know the requirements of confidentiality and security in an organisation</p>	<p>4.1 State the importance of maintaining organisational standards of confidentiality</p> <p>4.2 Outline how confidentiality requirements affect the workplace</p> <p>4.3 State the importance of maintaining organisational standards of security</p> <p>4.4 Outline how security requirements affect the workplace</p>

Unit amplification

AC1.1: State the purposes of different types of business organisations

- *Types of business organisations:* private sector organisations, e.g. sole trader, partnership, companies; public sector organisations, e.g. Local Councils, National Health Service (NHS), government departments
- *Purpose:* private sector, e.g. make a profit, owned by private individuals; public sector, e.g. provide public services, controlled by the government

AC1.2: Explain why it is important for a business to be secure

- *Financial security:* definition (consistent income, controlling debts and spending, savings)
- *Importance of business financial security:* reasons, e.g. continue in business, pay staff and suppliers, pay debts, expand the business

AC1.3: State the purpose of an organisational chart

- *Organisational chart:* hierarchy, departments, job roles
- *Purpose:* e.g. shows lines of responsibilities, shows the different departments and roles within departments, shows relationships between departments and individuals

AC1.4: Describe the role of the main functional areas of business organisations

- *Marketing:* role, e.g. advertising, sales promotion, market research
- *Human Resource:* role, e.g. recruiting and selecting new staff, training and development
- *Finance:* role, e.g. pays wages, invoices customers, prepare financial reports
- *Production/Operations:* role, e.g. manufacturing goods or providing a service to customers, quality assurance
- *Sales:* role, e.g. finding new markets, after-sales service, customer care
- *Administration:* role, e.g. document production, document retention, mail services
- *Distribution and Warehousing:* role, e.g. storing raw materials, arranging delivery of goods

AC2.1: State what is meant by “environmental sustainability”

- *Environmental sustainability:* definition, making responsible decisions and implementing appropriate procedures

AC2.2: Explain why it is important to keep waste to a minimum

- *Keeping waste to a minimum:* e.g. cost effective, reduces the impact of the individual and the business on the environment, improves business image

AC2.3: Describe practices that may be used to minimise waste in a business environment

- *Consumables and resources:* practices, e.g. recycling, only printing documents when necessary, printing double-sided documents, use refillable ink cartridges, reduce printing of graphic and images where possible
- *Facilities and equipment:* practices, e.g. turning off lights and machines when not in use, turning off heat or air conditioning, follow instructions for using machinery and equipment, using energy saving stand-by features on office equipment

AC2.4: State the standard procedures to be followed when recycling and disposing of waste

- *Recycling and disposing of waste:* separate recyclable materials e.g. glass, paper, from other waste; disposing of waste in correct place; safety aspects of disposing of hazardous waste

AC3.1: State the meaning of the terms “equality” and “diversity”

- *Equality:* definition (not discriminating, equality of opportunity)
- *Diversity:* definition (respecting and valuing individual differences, including: life styles, cultures, ethnicity, religion, gender)

AC3.2: State why it is important to support equality and diversity in the work environment

- *Supporting equality and diversity in the workplace:* importance to include, shows respect for all people regardless of their personal characteristics; to comply with legislation (Equality Act 2010); improve team working and output; reduces conflict in the work environment

AC3.3: Describe ways of behaving that show sensitivity and respect for other people

- *Showing sensitivity and respect:* ways, e.g. showing respect for the background, values, beliefs and custom of colleagues; being tolerant and open-minded; being aware of other people's needs; using non-discriminatory language

AC3.4: State the legal requirements relating to equality and diversity

- *Legislation:* the Equality Act 2010; 9 protected characteristics, i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation; discrimination (harassment, victimisation, indirect)

AC4.1 State the importance of maintaining organisational standards of confidentiality

- *Confidentiality*: types of confidential information, e.g. employee personal contact details, customers personal contact detail and payment information, business sensitive information
- *Maintaining organisational standards of confidentiality*: importance, e.g. to meet data protection legislation requirements; to protect business sensitive information from competitors, customer trust

AC4.2 Outline how confidentiality requirements affect the workplace

- *How confidentiality requirements affect the workplace*: e.g. procedures to secure personal information of staff and customers, password protected access to files and computer systems, secure file transfer systems

AC4.3 State the importance of maintaining organisational standards of security

- *Security*: including information, people, premises and equipment
- *Maintaining organisational standards of security*: importance, e.g. protect wellbeing of staff and customers, protect premises and equipment from theft and damage

AC4.4 Outline how security requirements affect the workplace

- *How security requirements affect the workplace*: e.g. entry and exit procedures, CCTV monitoring systems, restricted access to particular areas of premises

Information for tutors

Suggested resources

Books

Carysforth C, Nield M, Richards C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

ERR workbook produced by CFA

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.cfa.uk.com – Council for Administration

www.data-protection-act.co.uk – Data Protection Act toolkit

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To achieve the unit, the learner needs to carry out research into the standards and requirements for working effectively in a specific business organisation. This could be the learner's employer organisation or work experience organisation. Alternatively, the learner could research an organisation with which they are otherwise familiar.

Consideration should be given to producing all the required evidence through a single linked project or a series of tasks. For example, the learner could prepare an Induction Pack for a new member of staff that provides information about the organisational policies and standards for working in relation to environmental sustainability, equality and diversity and confidentiality and security. This Induction Pack could include an introduction to the business organisation covering the type of business ownership, whether it is private or public sector and how it is structured in terms of functional areas, using the organisational chart, etc. The evidence presented by the learner for individual learning outcomes could be in the form of presentations, information leaflets, posters, etc.

For learning outcome 1, the learner could apply the assessment criteria to the context of their chosen organisation, as indicated above. The learner could identify the type of business organisation it is and could state its purposes in the context of its business operations, for example, the type of goods and/or services it offers.

For learning outcomes 2, 3 and 4, the learner needs to apply the assessment criteria to their chosen organisation as the learning outcomes indicate application to a particular organisational context.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC1.1 – give at least two purposes of a particular type of business organisation
- AC1.2 – give two fully explained reasons, supported by examples, why it is important for a business to be financially secure
- AC1.3 – give two reasons why an organisation chart is needed
- AC1.4 – describe at least two roles of each of the functional areas in a business organisation (at least three functional areas)
- AC2.2 - give two fully explained reasons, supported by examples, why it is important for a business organisation to keep waste to a minimum
- AC2.3 – describe at least two practices used in a particular business organisation to minimise waste
- AC2.4 – state an organisation’s standard procedures for recycling and disposing of waste
- AC3.2 – give three reasons why it is important to support equality and diversity in a particular business organisational context
- AC3.3 – describe at least three ways of behaving to show sensitivity and respect to other people in a particular organisation’s work environment
- AC3.4 – state the nine protected characteristics relating to the concept of harassment and victimisation
- AC4.1 - give three reasons why it is important to maintain standards of confidentiality in a particular business organisation
- AC4.2 – outline at least two ways in which confidentiality requirements have affected how a particular business organisation operates
- AC4.3 – give three reasons why it is important to maintain standards of security in a particular business organisation
- AC4.4 – outline at least two ways in which security requirements have affected how a particular business organisation operates

It may be possible to assess the unit through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If Q&A is used, the learner still needs to contextualise their responses to a particular organisation, as indicated above. Where centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each learning outcome has been met. Any supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Unit 5: Work with Others in a Business Environment

Unit reference number: Y/506/1793

Level: 1

Credit value: 2

Guided learning hours: 18

Unit type: Competence

Unit summary

It is important in any work environment to be able to work with other people and to work effectively in a team. This unit is about how to work with others in a business environment, understanding how to behave and the importance of understanding authority in the work environment.

In this unit you will learn how to work with others in a business environment. You will learn the principles of working with others, knowing how your role fits into the team, how your behaviours affect working relationships and what to do if there are problems working with others. You will learn how meeting agreed deadlines, targets, quality standards and the way you treat others will impact on your relationships with your team members and other colleagues in the organisation.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know how to work with others in a business environment</p>	<p>1.1 Describe how their own role fits in with the role of others in their team</p> <p>1.2 Describe how their own behaviour can affect teamwork</p> <p>1.3 Describe behaviours that show trust, respect and consideration for others</p> <p>1.4 Outline the importance of following instructions when completing tasks</p> <p>1.5 State the importance of understanding authority at work</p> <p>1.6 State why it is important to behave in a way that does not cause conflict</p> <p>1.7 State what to do if problems occur when working with others</p> <p>1.8 Describe different ways to help colleagues with work activities</p>
<p>2 Be able to work with others in a business environment</p>	<p>2.1 Meet agreed deadlines, targets and quality standards</p> <p>2.2 Maintain expected standards of performance</p> <p>2.3 Act positively on feedback on own performance</p> <p>2.4 Treat others with courtesy and respect</p> <p>2.5 Follow organisational policies and procedures and legal requirements whilst working with others</p>

Unit amplification

AC1.1: Describe how their own role fits in with the role of others in their team

- *The knowledge to meet this AC depends the specific organisational context and the learner's own role within their team. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Ways of identifying own role and responsibility:* reviewing job description and person specification; looking at team structure on organisational charts; discussing with team manager or team leader; discussing with human resources department

AC1.2: Describe how their own behaviour can affect teamwork

- *Characteristics of personal behaviour:* verbal communications, e.g. listening skills, speaking skills; body language; attitude; punctuality; reliability; self-confidence; motivation and enthusiasm; respect for others
- *Impact of positive behaviour:* e.g. improves team productivity, helps to achieve team targets, builds positive working relationships
- *Impact of negative behaviour:* e.g. causes team conflict, poor working relationships in team, possible reduction in team productivity and output, potential for inconsistent work standards

AC1.3: Describe behaviours that show trust, respect and consideration for others

- *Behaviours that show trust, respect and consideration for others:* e.g. being polite, offering to help, working to agreed standards, being sensitive and respectful to personal and cultural differences, accepting responsibility for mistakes and errors

AC1.4: Outline the importance of following instructions when completing tasks

- *Receiving instructions:* listen; ask questions to clarify; repeat the instructions back to the person giving them; check if there is anything else; make notes
- *Importance of following instructions when completing tasks:* e.g. safety of self and others, tasks are completed to the organisation's standards, comply with legislation and regulation, complete the task on time

AC1.5: State the importance of understanding authority at work

- *Authority at work:* the right to use power over the behaviour of others; power or right to make decisions or give instructions; responsibility for business activities, e.g. team leader, line manager
- *The importance of understanding authority:* e.g. knowing who to refer and report to, knowing the limits of own authority, complying with organisational procedures and policies, knowing where to get help

AC1.6: State why it is important to behave in a way that does not cause conflict

- *Behaviours that cause conflict:* e.g. not admitting to mistakes/errors made, blaming others, poor and inconsistent work, poor attendance and punctuality, negative communications
- *Importance:* e.g. avoid upsetting other team members, create positive working relationships, show respect for colleagues

AC1.7: State what to do if problems occur when working with others

- *Potential problems:* disagreements; personality clash; misunderstandings; poor performance; missed deadlines; stress
- *Actions to take:* discuss ways to resolve the problems directly with the relevant colleagues; speak to line manager; contact the human resources department/manager; use formal conflict resolution procedures

AC1.8: Describe different ways to help colleagues with work activities

- *Ways to help colleagues with work activities:* e.g. offering to carry out some of the colleague's tasks, sharing new techniques, helping them with planning and prioritising activities

Information for tutors

Suggested resources

Book

Carysforth C, Neild M, Richards C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Websites

www.cfa.uk.com – Council for Administration

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their work activities, whether in a real work environment or in a Realistic Work Environment (RWE). Work products arising from the learner's completed tasks could be examined to provide further evidence, particularly for AC2.1. The evidence from observation and work products should be supported by question and answer (Q&A) sessions or a learner diary; for example learners could be asked about the deadlines and expected standards for the completed work and how they ensured that they met them. They could also be asked to describe how they acted positively on feedback received. Witness testimony from colleagues or a line manager could be used to confirm evidence for the achievement of all the assessment criteria as well as to confirm the learner's competence over a period of time.

Question and answer (Q&A) sessions or a learner diary could also be used to meet the requirements of the knowledge assessment criteria in learning outcome 1. The Q&A could be asked during a direct observation of learning outcome 2 to give the learner the opportunity to link and apply their knowledge to their workplace activities. For example, learners could be asked to describe how they treat others with courtesy and respect and, if appropriate, what other positive behaviours they can adopt to do so – this links AC1.3 to AC2.4. Similarly, AC1.4 could be linked to AC2.1 by asking learners to state why it was important for them to follow instructions in completing the tasks. Learners' work products could be used as a basis for the Q&A session. If a learner diary is used, then the entries should be contextualised to the learners' work activities to link and apply the knowledge requirements in a similar manner as with the Q&A. Learners' answers must have sufficient range and breadth to meet the requirements. For example, learners would need to state at least three reasons why it is important to behave in a way that does not cause conflict to meet AC1.6 sufficiently.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 6: Record Details of Customer Service Problems

Unit reference number: A/506/2094

Level: 1

Credit value: 3

Guided learning hours: 14

Unit type: Competence

Unit summary

The key outcomes for this unit relate to customer problems, how to recognise them and who you should refer them to. You will learn about the different reasons for customer dissatisfaction and how to question customers correctly in order to identify and resolve their problems to meet their needs and expectations.

You will learn about how positive personal behaviours and communication styles can affect your relationship with your customers and help you to deal with problems effectively. While working in your customer service role you will have the opportunity to learn and develop customer service skills and to demonstrate that you are able to deal with problems in line with organisational and legal requirements.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know how to process details of customers' problems</p>	<p>1.1 Describe how to recognise when customers are raising problems</p> <p>1.2 State why reference codes are used to identify customers and specific transactions</p> <p>1.3 Describe different types of questions to ask when processing details of customers' problems</p> <p>1.4 Describe how to behave and communicate with customers who are dissatisfied</p> <p>1.5 Describe when, why and to whom to refer customers' problems</p>
<p>2 Be able to gather and record details from customers who raise problems</p>	<p>2.1 Respond to customers calmly and professionally</p> <p>2.2 Take details that will identify individual customers</p> <p>2.3 Identify the nature and likely causes of problems</p> <p>2.4 Check their own understanding of what customers see as a problem</p> <p>2.5 Record details of customers' problems</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with problems</p>
<p>3 Be able to refer details of customers' problems to colleagues</p>	<p>3.1 Refer customers' problems to the appropriate people</p> <p>3.2 Explain to customers what is happening, without making promises</p>

Unit amplification

AC1.1: Describe how to recognise when customers are raising problems

- *Customer problems:* product or service fails to meet needs or expectations
- *Recognising problems:* dissatisfied customers, e.g. complaints, returns; body language, e.g. closed posture, frowning; communication style, e.g. abrupt, formal, impolite; behaviour, e.g. aggressive

AC1.2: State why reference codes are used to identify customers and specific transactions

- *Types of reference codes:* purchase/order number, till transaction number, receipt number, booking reference
- *Use of codes:* e.g. to monitor and analyse (sales, products sold, service used), quick identification (finding the name of the staff member who dealt with the transaction, resolving complaints, providing effective follow up service, resolving queries)

AC1.3: Describe different types of questions to ask when processing details of customers' problems

- *Types of questions:* open to encourage long answers (how, why, when), closed to gain short answers, specific to obtain more information, probing to clarify detail, detailed to confirm understanding

AC1.4: Describe how to behave and communicate with customers who are dissatisfied

- *Behaviour:* e.g. keep calm, be sympathetic, show understanding, be professional, show respect, avoid getting angry
- *Communication:* language (speed, tone, volume), active listening, body language (open, relaxed, respect personal space), follow organisation's procedures (house style)

AC1.5: Describe when, why and to whom to refer customers' problems

- *When to report problems:* according to service level agreements, following organisational procedure, within agreed deadlines, according to customer requirements/expectations
- *Reasons for reporting problems:* e.g. maintain customer goodwill, resolve problems, avoid complaints, protect reputation (organisation, personal, industry), meet deadlines/agreements, when level of authority required to resolve the problem exceeds agreed levels
- *Who to report to:* e.g. manager, supervisor, technical expert, supplier, service provider; in line with organisational procedures

Information for tutors

Suggested resources

Books

Tutor resource

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

Tutor and learner resources

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010) ISBN 9781562865900

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Timm P – *Customer Service: Career Success through Customer Loyalty* (5th edition) (Prentice Hall, 2010) ISBN 978013506397)

Magazine

Customer Focus – magazine produced by the Institute of Customer Service, has information on customer service practice, including topical issues relating to the customer service industry

Websites

www.businessballs.com – Businessballs, information on different business-related topics suited to this unit, for example complaint letters, body language, customer service, games to improve skills and understanding of relevant topics

www.instituteofcustomerservice.com – Institute of Customer Service (ICS), information on customer satisfaction surveys, research information on improving customer service levels in business, and a source of other customer service resources

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit may be assessed in a real working environment or in a Realistic Working Environment (RWE). If an RWE is used for assessment, it must provide an environment that replicates the key characteristics of the workplace in which the skills and knowledge to be assessed are normally employed.

The primary source of evidence for demonstrating achievement of learning outcomes 2 and 3 is direct observation of the learner carrying out work activities relating to gathering and recording customer problems and referring problems to others. Learners could demonstrate these skills either in a work environment or in an RWE. They should be competent in dealing with a range of customers with different problems, in different situations and in following the correct organisational, legal and ethical procedures.

The evidence collected by direct observation could be supported by authenticated reflective accounts and work products provided by the learner, detailing examples of customers they have dealt with. To support the claims further, tutors could obtain a statement from an expert witness, for example the learner's manager or supervisor, to support the overall claim and, in particular, the requirements for AC2.6 as this may be more difficult to substantiate.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner for AC2.6 and AC3.1, as well as meet the requirements of all the knowledge ACs in learning outcome 1. Learners' responses to the knowledge assessment criteria must be at the appropriate breadth and depth to meet the level of demand for the knowledge ACs.

To achieve AC1.1, learners must describe at least three ways to recognise when customers are raising problems. For AC1.2, learners must state at least two reasons why reference codes are used when dealing with customer problems. To meet AC1.3, learners must describe at least three different types of questions to ask when processing details of customers' problems. For AC1.4, learners must describe at least three appropriate behaviour and communication styles to be used when dealing with dissatisfied customers.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments. Where appropriate and agreed, tutors could accept reflective accounts to support the claims for knowledge in learning outcome 1.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 7: Deal with Customer Queries, Requests and Problems

Unit reference number: A/506/2113

Level: 1

Credit value: 3

Guided learning hours: 11

Unit type: Competence

Unit summary

Dealing with customer queries, requests and problems is key for this unit and is an area that you will need to be competent in when working in a customer service environment.

You will learn about the types of queries and problems faced by a customer service advisor, why they occur and who can help you to resolve them to meet the needs and expectations of customers.

You will have the opportunity to demonstrate skills in receiving, responding to and dealing with customer queries and to understand how your behaviour can affect customer response to the service provided. Although you may not have the authority to resolve all customer queries or problems yourself, it is important that you understand who you can approach for help and information to prevent customer complaints.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know how to deal with customer queries, requests and problems</p>	<p>1.1 List queries and requests that customers are likely to have</p> <p>1.2 Describe how to identify customers' queries, requests and problems</p> <p>1.3 Describe how to behave and communicate with customers who are dissatisfied</p> <p>1.4 Describe the kinds of behaviour and communication that could make a situation worse</p> <p>1.5 Describe when, why and from whom to obtain information or help</p> <p>1.6 State to whom and when problems should be referred</p>
<p>2 Be able to deal with customers' queries and requests</p>	<p>2.1 Deal with queries and requests in a professional way</p> <p>2.2 Provide customers with responses to their queries within the limits of their own authority</p> <p>2.3 Obtain information or help when queries or requests cannot be answered</p> <p>2.4 Keep customers informed of progress</p>
<p>3 Be able to deal with customers' problems</p>	<p>3.1 Identify the nature of customers' problems</p> <p>3.2 Communicate with customers calmly and confidently</p> <p>3.3 Resolve problems within the limits of their own authority</p> <p>3.4 Brief colleagues when referring problems</p> <p>3.5 Check that customers are satisfied with the actions taken</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems</p>

Unit amplification

AC1.1: List queries and requests that customers are likely to have

- *Queries:* e.g. relating to product or service price/features/benefits, trading times (opening/closing times, outside operating times/support), after sales support, refunds, complaints
- *Requests:* e.g. further information relating to product or service obtained, changes to service provided, additional products or services
- *Customers:* internal customers working within organisation (colleagues, supervisors, staff working in other departments), external customers outside organisation

AC1.2: Describe how to identify customers' queries, requests and problems

- *Queries:* e.g. relating to product or service price/features/benefits, trading times (opening/closing times, outside operating times/support), after sales support, refunds, complaints
- *Requests:* e.g. further information relating to product or service obtained, changes to service provided, additional products or services
- *Problems:* where product or service fails to meet customers' needs or expectations
- *How to identify:* by questioning customers, communication received (face to face, remote), observing body language, interpreting body language

AC1.3: Describe how to behave and communicate with customers who are dissatisfied

- *Behaviour:* e.g. keep calm, be sympathetic, show understanding, be professional, show respect, avoid getting angry
- *Communication:* language (speed, tone, volume), active listening, body language (open, relaxed, respect personal space), follow organisation's procedures
- *Dissatisfied:* when the service or product supplied by an organisation fails to meet customers' needs and expectations

AC1.4: Describe the kinds of behaviour and communication that could make a situation worse

- *Make worse:* e.g. customers' feelings (dissatisfaction, anger, frustration, loss of confidence, distrust), organisation (reputation, image, business)
- *Poor behaviour:* e.g. attitude (lazy, impatient, unhelpful), manner (negative, bored, uninterested), rude or casual service style/etiquette, not following agreed practices
- *Poor communication:* style (disagreeing, interrupting, insensitive, demanding, negative), method used (verbal, written, appropriateness), accuracy, within agreed timescales/deadlines

AC1.5: Describe when, why and from whom to obtain information or help

- *When:* problem occurs and is identified, within agreed timescales for customer and organisation, in accordance with service level agreements
- *Why:* to resolve problem, satisfy customers' needs, avoid further complaints/problems, protect organisation's reputation, follow organisational procedures
- *Whom:* responsible person (manager, supervisor, colleague, specialist), customer (internal, external)
- *Information:* e.g. product or service obtained, details of problem, what is required to resolve problem and meet customers' needs and expectations
- *Help:* e.g. sharing work, taking over responsibility, teaching correct procedures, informing, resolving problem

AC1.6: State to whom and when problems should be referred

- *Whom:* responsible person (manager, supervisor, colleague, specialist), external customers (suppliers, distributors, manufacturers)
- *When:* problem occurs and is identified, within agreed customer and or organisational timescales, in accordance with service level agreements, when level of authority required to resolve the problem is exceeded
- *Problems:* where product or service fails to meet customers' needs or expectations

Information for tutors

Suggested resources

Books

Tutor resource

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

Tutor and learner resources

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010) ISBN 9781562865900

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Timm P – *Customer Service: Career Success through Customer Loyalty* (5th edition) (Prentice Hall, 2010) ISBN 978013506397

Magazine

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Websites

www.businessballs.com – Businessballs, information on different business-related topics suited to this unit, for example complaint letters, body language, customer service, games to improve skills and understanding of relevant topics

www.instituteofcustomerservice.com – Institute of Customer Service (ICS), information on customer satisfaction surveys, research information on improving customer service levels in business, and a source of other customer service resources

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit may be assessed in a real working environment or in a Realistic Working Environment (RWE). If an RWE is used for assessment, it must provide an environment that replicates the key characteristics of the workplace in which the skills and knowledge to be assessed are normally employed.

The primary source of evidence for demonstrating achievement of LO2 and LO3 is direct observation of the learner carrying out work activities relating to dealing with customers' queries, requests and problems. Learners could demonstrate these skills either in a work environment or in an RWE and should be competent in dealing with a range of customers with different needs and in different situations.

The evidence collected by direct observation could be supported by authenticated reflective accounts and work products provided by the learner, detailing examples of customers they have dealt with. To support the claims further, tutors could obtain a statement from an expert witness, for example the learner's manager or supervisor to support the overall claim and, in particular, the requirements for AC3.3 and AC3.6, as these may be more difficult to substantiate.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner for AC2.3, AC3.1, AC3.3, AC3.5 and AC3.6, as well as to meet the requirements of all the knowledge ACs in learning outcome 1. Learners' responses to the knowledge assessment criteria must be at the appropriate breadth and depth to meet the level of demand, for example the response to AC3.6 should have sufficient detail about legal and ethical requirements to meet the standards for competence.

To achieve AC1.1, learners must list at least three queries and/or requests that customers are likely to have within the customer service context in which their evidence for learning outcomes 2 and 3 is generated. For AC1.2, learners must describe at least three ways to identify customers' queries, requests and problems. To meet AC1.3, learners must describe at least two ways to behave and at least two ways to communicate with customers who are dissatisfied. For AC1.4, learners must describe at least two types of behaviour and at least two types of communication that could make a situation worse.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments. Where appropriate and agreed, tutors could accept reflective accounts to support the claims for knowledge in learning outcome 1.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 8: Communicate with Customers in Writing

Unit reference number: T/506/2126

Level: 2

Credit value: 3

Guided learning hours: 20

Unit type: Competence

Unit summary

Communicating with customers in writing is an important part of any customer service role. It is vital that it is carried out correctly and effectively in order to provide customer satisfaction and to present a favourable image of the organisation.

In this unit you will develop your knowledge and skills in this area by exploring why it is important to use different forms of written communication for different purposes in customer service, the different practices for producing different forms of written communication, and the benefits and limitations of using written communication with customers. You will gain understanding of the importance of confidentiality and data protection when using written communication with customers.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand how to communicate with customers in writing</p>	<p>1.1 Explain why it is necessary to use different forms of written communication for different purposes</p> <p>1.2 Describe practices for producing different forms of written communications</p> <p>1.3 Describe the potential benefits and limitations associated with communicating with customers in writing</p> <p>1.4 Explain the implications of confidentiality and data protection in communicating with customers in writing</p>
<p>2 Be able to plan written communications to customers</p>	<p>2.1 Identify the objective(s) of the communication</p> <p>2.2 Gather the information needed to draft the communication</p> <p>2.3 Select the form of written communication that is most likely to lead to customer satisfaction within the service offer</p>
<p>3 Be able to communicate with customers in writing</p>	<p>3.1 Produce communications that recognise customers' points of view in accordance with organisational standards, styles and tone</p> <p>3.2 Use language that is clear and concise, adapting it to meet identified customer needs</p> <p>3.3 Record decisions and actions taken and the reasons for them</p> <p>3.4 Adhere to organisational policies and procedures, legal and ethical requirements when communicating with customers in writing</p>

Unit amplification

AC1.1: Explain why it is necessary to use different forms of written communication for different purposes

- *Written communications:* formats, e.g. letter, newsletter, memorandum, report, notice, email
- *Use of different forms:* different audiences (internal and external); whether formal or informal context; urgency of response; purpose of communications, e.g. deal with problems and complaints, provide information to queries, follow up and after sales, marketing

AC1.2: Describe practices for producing different forms of written communications

- *Practices for producing different forms of written communication:* use of 'house style' and templates; business conventions for written communications (salutations, close, paragraphing); proof-reading conventions (grammar, spelling, sentence construction); circulation, e.g. restricted, open; storage

AC1.3: Describe the potential benefits and limitations associated with communicating with customers in writing

- *Benefits:* e.g. customer and organisation has a written record of communications; customer details can help to generate and maintain a customer database listing; helps with promotion of organisation and offers that may be available to customers
- *Limitations:* e.g. impersonal; inability to use verbal or non-verbal cues; may be poorly written and therefore misunderstood; may not be read by customer; inability to gauge customer reaction to information as it is not face to face

AC1.4: Explain the implications of confidentiality and data protection in communicating with customers in writing

- *Legislation:* Data Protection Act 1998
- *Implications of confidentiality and data protection:* restricted access and use of personal information; information used with appropriate permissions; sensitive internal information could be recorded or distributed in error; the organisation's reputation could end up being tarnished and damaged; organisations can be fined for incorrect use of data; loss of business

Information for tutors

Suggested resources

Book

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 0071315926

Websites

www.itgovernance.co.uk – IT Governance Ltd, information on data protection

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Business Administration, Customer Service and Management and Leadership Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence to demonstrate achievement of learning outcomes 2 and 3 is likely to come from a combination of examination of the learner's work products, witness testimony and question and answer (Q&A). There may be some opportunities to observe the learner in their work environment and, where this is possible, it should be used support the other sources of evidence.

The learner work products could include any written business communications produced, whether in writing or electronically, such as emails, letters, texts or reports. These could be communications to internal or external customers. Work products could also include the learner's personal work notes or records of decisions and actions taken during communications with customers.

The work products should be evaluated and commented on by the assessor. For example, the assessor should examine samples of the business communications (e.g. letters and emails) to assess the learner's use of language to meet AC3.2. However, the products themselves should be kept in their normal place and the assessor should signpost where they are kept. To provide further evidence for the assessment criteria associated with these learning outcomes, this evidence should be supported with a question and answer (Q&A) session around the learner's performance and work products. For example, the learner could be asked to explain why they have chosen a particular method of communication for a specific context (AC2.3) or how they have adapted their language style to meet the identified needs of customers (AC3.2).

Witness testimony is also a suitable assessment method to evidence the less observable assessment criteria (for example AC3.4) within the unit and can be used to corroborate the competence of the learner and support competence over time.

Question and answer (Q&A) sessions are suitable for meeting the requirements of learning outcome 1 and could be integrated into the assessment of learning outcomes 2 and 3 to allow the learner to link and apply their knowledge to their workplace activities. For example, the learner could be asked to relate their explanation of the need to use different types of written communication (AC1.1) to their choice of written communication methods in different situations (AC2.3). Learners may be more comfortable producing a learner diary to evidence achievement of learning outcome 1 and this is also acceptable. The learner's responses must indicate a depth and breadth of knowledge required for the level of demand of the operative verbs.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm the learner's competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 9: Deal with Incoming Telephone Calls from Customers

Unit reference number: H/506/2154

Level: 2

Credit value: 3

Guided learning hours: 16

Unit type: Competence

Unit summary

Dealing with incoming telephone calls from customers is an important part of most customer service roles. This must be carried out correctly, effectively and using approved organisation salutations in order to provide customers with a favourable image of the organisation.

In this unit you will learn how to deal with incoming telephone calls from customers by understanding what type of guidance organisations should have for dealing with telephone calls. You will learn how to check a caller's identity and what type of information should be kept up to date and accurate. You will also learn how your body language and facial expression can be detected when dealing with incoming calls, and understand what abusive calls are and how to deal with them.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand how to deal with incoming customer calls</p>	<p>1.1 Explain why an organisation should have guidance on dealing with telephone calls</p> <p>1.2 Explain why an organisation should have an identity checking process</p> <p>1.3 Explain the importance of keeping customer information up to date</p> <p>1.4 Explain the importance of keeping customers informed of the progress of their call</p> <p>1.5 Describe how body language and facial expressions can be detected over the telephone</p> <p>1.6 Describe different questioning techniques used when dealing with incoming calls</p> <p>1.7 Explain how to handle abusive calls</p>
<p>2 Be able to establish the purpose of incoming customer calls</p>	<p>2.1 Verify the identity of callers in line with organisational guidelines</p> <p>2.2 Speak clearly, concisely and politely using speech and tone to create a rapport</p> <p>2.3 Adapt their own communication style to meet customers' needs</p> <p>2.4 Listen actively to what customers are saying to collect as much information as possible</p> <p>2.5 Use questioning techniques that are appropriate to the conversation</p> <p>2.6 Record information in line with organisational guidelines</p>

Learning outcomes	Assessment criteria
<p>3 Be able to deal with customer questions and requests</p>	<p>3.1 Respond in a way that best meets customer and organisational requirements</p> <p>3.2 Give clear and concise information that meets customers' needs</p> <p>3.3 Manage the length of the conversation</p> <p>3.4 Confirm that the customer is satisfied with the outcomes of the conversation</p> <p>3.5 Complete agreed post-call follow up actions</p>

Unit amplification

AC1.1: Explain why an organisation should have guidance on dealing with telephone calls

- *Types of organisational guidance:* organisational policy, e.g. customer communication policy; organisational procedures, e.g. procedures for handling calls, escalation procedures; agreed ways of working, e.g. telephone greeting script
- *Reasons for organisational guidance:* e.g. to ensure customers are dealt with on the phone in a professional and consistent manner, provide staff with confidence in carrying out their job, ensure that problems and complaints are dealt with efficiently and effectively, to support the organisational branding message and corporate goals

AC1.2: Explain why an organisation should have an identity checking process

- *Identity checking processes:* varies across industries and organisations; could include verifying personal details, password/pin, account activity, account number; three-question check
- *Reason for an organisation identity checking process:* compliance with Data Protection Act (1998); to ensure customers' personal information is handled properly; to prevent fraud; build trust and good relationship with customers; retain customer loyalty; maintain organisation reputation

AC1.3: Explain the importance of keeping customer information up to date

- *Customer information:* type, e.g. personal contact details, payment information, security information,
- *Importance of keeping customer information up to date:* e.g. organisational compliance with the Data Protection Act, support customer loyalty programmes, promotional activities, accurate record keeping

AC1.4: Explain the importance of keeping customers informed of the progress of their call

- *Importance of keeping customers informed:* to manage customer expectations; to inform customers that their queries/problems are being dealt with; to realise customer satisfaction; to show customers that the organisation is caring, values the customer and is trying to meet their needs; to ensure that customers are fully engaged in the service process

AC1.5: Describe how body language and facial expressions can be detected over the telephone

- *How to detect:* tone, pitch and pace of voice; words used; breathing pattern; sighing; clarity of voice

AC1.6: Describe different questioning techniques used when dealing with incoming calls

- *Different questioning techniques:* probing, open, closed, funnel, leading
- *Use of questioning techniques:* e.g. verify customer identify, establish facts related to the call, confirm agreed actions

AC1.7: Explain how to handle abusive calls

- *Abusive calls:* features, e.g. shouting, aggression, threatening behaviour, inappropriate language
- *Handling abusive calls:* e.g. be calm, polite and professional; listen and show empathy; explain and speak slowly and softly; state position and boundaries; be honest with the caller; refer to policies and escalate, if necessary; issue warning of termination of the call

Information for tutors

Suggested resources

Website

www.ico.org.uk – Information Commissioner's Office, information on data protection

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Business Administration, Customer Service and Management and Leadership Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Observation of the learner dealing with incoming calls from customers is the primary source of evidence for this unit. The learner can be observed unobtrusively by the assessor with the use of question and answer (Q&A) sessions (such as for learning outcome 1, AC1.6) to show their underlying knowledge. It is expected that learners will come from a wide variety of workplaces and be dealing with incoming calls from customers.

Product evidence (e.g. notes taken from incoming calls) seen during or separately from an observed performance must be evaluated and commented on by the assessor. Witness testimony is also a suitable assessment method to confirm the learner's competence against the learning outcomes and assessment criteria (for instance AC2.6).

A question and answer (Q&A) session would be an appropriate assessment method for learning outcome 1. Learners may be more comfortable using a learner diary to demonstrate their knowledge level for this learning outcome and this is also acceptable. Learners' responses must be at the appropriate depth and breadth to meet the level of demand of the knowledge assessment criteria; for example, the response for AC1.3 must have sufficient detail about the importance of keeping customer information up to date.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 10: Make Telephone Calls to Customers

Unit reference number: K/506/2155

Level: 2

Credit value: 3

Guided learning hours: 16

Unit type: Competence

Unit summary

Making telephone calls to customers is an important part of some customer service roles. It is important that this is done correctly, effectively and using approved organisation wording in order to provide customers with a favourable image of the organisation.

In this unit you will develop your knowledge and understanding of relevant legislation and regulations relating to customer information. You will be able to plan telephone calls prior to making them, check customer identity when making telephone calls and understand how to keep customer information up to date. You will develop knowledge and understanding of how your body language and facial expressions can be detected over the telephone and be able to apply different types of questioning when using the telephone. You will be able to explain how to deal with abusive calls from customers.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand how to make telephone calls to customers</p>	<p>1.1 Explain the legislation and regulations relating to the use of customer information when planning to make calls</p> <p>1.2 Explain the importance of keeping customer information up to date</p> <p>1.3 Explain the reasons for organisational guidance on dealing with telephone calls</p> <p>1.4 Explain the reasons for organisational identity checking processes</p> <p>1.5 Explain how body language and facial expressions can be detected over the telephone</p> <p>1.6 Describe different questioning techniques when dealing with customers</p> <p>1.7 Explain organisational guidelines for what can and cannot be said or promised</p> <p>1.8 Explain how to handle abusive calls from customers</p>
<p>2 Be able to plan telephone calls to customers</p>	<p>2.1 Identify the objective(s) of calls</p> <p>2.2 Prepare the information needed to make calls</p> <p>2.3 Plan the structure of calls</p> <p>2.4 Identify customers' likely responses and how they can be dealt with</p>

Learning outcomes	Assessment criteria
<p>3 Be able to make telephone calls to customers</p>	<p>3.1 Use telecommunications equipment in accordance with organisational standards</p> <p>3.2 Confirm the identity of customers in line with organisational guidelines</p> <p>3.3 Make the customer aware of the purpose of the call as early as possible</p> <p>3.4 Speak clearly, concisely and politely, using speech and tone to create rapport</p> <p>3.5 Adapt their own communication style to meet customers' needs</p> <p>3.6 Listen actively to what customers are saying to collect as much information as possible</p> <p>3.7 Give clear and concise information that meets customers' needs</p> <p>3.8 Record information in line with organisational guidelines</p> <p>3.9 Complete agreed follow up actions after closing the telephone call</p>

Unit amplification

AC1.1: Explain the legislation and regulations relating to the use of customer information when planning to make calls

- *Legislation:* Data Protection Act (1998), Consumer Contracts Regulations (2014), Trade Descriptions Act (1968)
- *Regulation:* telemarketing and sale rules, industry code of practice guidelines

AC1.2: Explain the importance of keeping customer information up to date

- *Customer information:* type, e.g. personal contact details, payment information, security information,
- *Importance of keeping customer information up to date:* e.g. organisational compliance with the Data Protection Act, support customer loyalty programmes, promotional activities, accurate record keeping

AC1.3: Explain the reasons for organisational guidance on dealing with telephone calls

- *Types of organisational guidance:* organisational policy, e.g. customer communication policy; organisational procedures, e.g. procedures for handling calls, escalation procedures; agreed ways of working, e.g. telephone greeting script
- *Reasons for organisational guidance:* e.g. to ensure customers are dealt with on the phone in a professional and consistent manner, provide staff with confidence in carrying out their job, ensure that problems and complaints are dealt with efficiently and effectively, to support the organisational branding message and corporate goals

AC1.4: Explain the reasons for organisational identity checking processes

- *Identity checking processes:* varies across industries and organisations; could include verifying personal details, password/pin, account activity, account number; three-question check
- *Reason for an organisation identity checking process:* compliance with Data Protection Act (1998); to ensure customers' personal information is handled properly; to prevent fraud; build trust and good relationship with customers; retain customer loyalty; maintain organisation reputation

AC1.5: Explain how body language and facial expressions can be detected over the telephone

- *How to detect:* tone, pitch and pace of voice, words used, breathing pattern, sighing, clarity of voice

AC1.6: Describe different questioning techniques when dealing with customers

- *Different questioning techniques:* probing, open, closed, funnel, leading
- *Use of questioning techniques:* e.g. verify customer identity, establish facts related to the call, confirm agreed actions

AC1.7: Explain organisational guidelines for what can and cannot be said or promised

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC1.8: Explain how to handle abusive calls from customers

- *Abusive calls:* features, e.g. shouting, aggression, threatening behaviour, inappropriate language
- *Handling abusive calls:* e.g. be calm, polite and professional; listen and show empathy; explain and speak slowly and softly; state position and boundaries; be honest with the caller; refer to policies and escalate, if necessary; issue warning of termination of the call

Information for tutors

Suggested resources

Websites

www.ofcom.org.uk – Ofcom, the independent regulator and competition authority for the UK communications industry, has information on legislation and regulation

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Business Administration, Customer Service and Management and Leadership assessment strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for this unit is direct observation of the learner making telephone calls to customers. The observation can be done unobtrusively by the assessor with the use of oral questioning to evidence the knowledge underlying the performance being undertaken and to meet some of the knowledge outcomes (e.g. AC1.2 to 1.4).

Product evidence, for example, notes and information obtained and made prior to making calls, seen during an observed performance or separately from observed performance. This evidence must be evaluated and commented on by the assessor.

Witness testimony can be used to provide supporting evidence to confirm the learner's achievement of the assessment criteria that is less observable (e.g. AC3.1, 3.2).

Question and answer (Q&A) is an appropriate assessment method for learning outcome 1. However, learners may be more comfortable using a learner diary to demonstrate their knowledge level for learning outcome 1 and this is also acceptable. The learner's responses must be at the appropriate depth and breadth to meet the level of demand of the knowledge ACs; for example, the response for AC1.3 must explain in sufficient detail the reasons for organisational guidance on dealing with telephone calls.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 11: Process Information about Customers

Unit reference number: R/506/2134

Level: 2

Credit value: 3

Guided learning hours: 14

Unit type: Competence

Unit summary

Knowing how to process customer information is a key learning outcome for this unit. All organisations whether private, public or voluntary collect different types of data about their customers to identify their spending habits, how they use the services provided and the strengths and weaknesses in their business operations.

In this unit you will be able to develop your skills in validating customer information collected and how to process it in line with legal, regulatory and organisational requirements. You will also be able to develop and demonstrate an understanding of who is authorised to collect customer information and how this information can be used and stored whilst working in a customer service environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand how to process customer information</p>	<p>1.1 Describe the functions of customer information systems</p> <p>1.2 Explain the way in which legislation and regulatory requirements affect the processing of customer information</p> <p>1.3 Explain different responsibilities and levels of authority for processing customer service information</p> <p>1.4 Explain the reliability of sources of customer information</p> <p>1.5 Explain the validity of customer information</p>
<p>2 Be able to process customer information</p>	<p>2.1 Record information about customers in line with organisational standards and procedures</p> <p>2.2 Keep customer information up to date</p> <p>2.3 Respond to requests for customer information from authorised people in a timely manner</p> <p>2.4 Retrieve customer information that meets the requirements of the request</p> <p>2.5 Supply customer information in a format appropriate for the recipient</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements when processing customer information</p>

Unit amplification

AC1.1: Describe the functions of customer information systems

- *Customer service information systems:* e.g. records, files, forms, orders, correspondence, databases, specialist software
- *Functions:* identifies customer buying/user habits, stores data, enables quick identification of customer information, tracks interactions between organisation and customer, enables organisations to identify weaknesses and implement improvements, helps organisation to identify strengths/competitive advantage

AC1.2: Explain the way in which legislation and regulatory requirements affect the processing of customer information

- *Legislation and regulations:* Data Protection Act 1998 protects how personal information or data is used and stored.
- *Effect on processing:* data stored according to legislation, sharing of information is restricted and controlled, disclosing of information (confidentiality/security)

AC1.3: Explain different responsibilities and levels of authority for processing customer service information

- *Responsibilities:* to obtain fairly and use only for the purpose that was originally intended, to keep accurate and kept up to date, not to keep for longer than is necessary, to keep data securely, not to transfer outside the Economic European Area unless that country has adequate levels of protection
- *Levels of authority:* staff – manager, supervisor, customer service advisor, Data Controller, within job role/responsibilities, those who have been given permission by the customer

AC1.4: Explain the reliability of sources of customer information

- *Sources:* customers (internal, external), suppliers, specialists, records (electronic, paper)
- *Reliability:* source (trustworthy, qualified), knowledge/understanding, relevant to task, sufficient

AC1.5: Explain the validity of customer information

- *Validity:* specifically meets requirement of the task, provides the correct information, up to date, reliable/authentic source

Information for tutors

Suggested resources

Books

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010)
ISBN 1562865900

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Websites

www.bbc.co.uk/schools/gcsebitesize – BBC Bitesize, information relating to consumer rights and legislation

www.gov.uk – Gov.UK, information relating to the Data Protection Act

www.ico.org.uk – The Information Commissioner's Office has information regarding data protection legislation

www.instituteofcustomerservice.com – Institute of Customer Service: information specifically related to the customer service sector which contains an excellent glossary of customer service terms

Other

Customer Focus (Institute of Customer Service) – magazine contains information relating to customer service practice, including topical issues relating to the customer service industry

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements in the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of this unit is direct observation of the learner carrying out their work activities in the workplace relating to processing information about customers. The information could be from either paper or electronic sources and in a format either familiar to the learner or according to organisational standards and procedures.

Evidence from direct observation could be supported by examining work products that link to the activity completed, whether recording, storing, responding, amending or supplying (e.g. emails, letters, file notes, reports produced by the learner) – this provides further evidence to meet the requirements, for example AC2.1 to AC2.5. Witness testimony would also strengthen and support the evidence collected from direct observations, particularly against AC2.6 and this could be presented as a written statement, dictated statement or recorded electronically using a digital voice recorder (DVR).

The assessment of knowledge should be linked with the assessment of the learner's competence where possible. Planned question and answer sessions (Q&A), professional discussions and learner statements are also valid assessment methods and can be used to corroborate learners' competence against AC2.4 as well as meet the requirements of the knowledge ACs in learning outcome 1. The learner's responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge ACs; for example, the response for AC1.2 and AC1.3 must have sufficient detail about regulatory and legislative requirements that affect how customer information is processed and also provide sufficient detail about their workplace policies and procedures that affect the way this information is collected, stored and used.

Evidence or recognition of Prior Learning (RPL) can also be used within the unit to confirm competence.

Unit 12: Manage Time and Workload

Unit reference number: H/506/1795

Level: 1

Credit value: 1

Guided learning hours: 10

Unit type: Competence

Unit summary

Managing time and workload is an important skill in any workplace. It is important to know about the techniques for managing time and workload, the impact on the organisation if time is not managed effectively, how to accept responsibility in respect of managing time and the effect on colleagues if deadlines are missed. This unit also covers how working with colleagues can support the management of workload in the team.

In this unit you will learn how to manage your time and your workload. You will learn about the importance of managing your time and workload, reporting on progress, developments and any problems beyond your authority, including why it is important to accept responsibility for any mistakes you might make. You will learn about working with colleagues to support both their and your own time management and workload.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to manage their own time and workload	1.1 Describe ways of managing time and workload 1.2 State why it is important to the organisation and the individual that time and workload are managed effectively 1.3 State why it is important to seek work and offer help to others 1.4 Describe how seeking help from colleagues can help in managing workload 1.5 Describe why it is important to accept responsibility for their own mistakes
2 Be able to manage time and workload	2.1 Use time management techniques to manage the completion of tasks 2.2 Finish tasks within the allotted timescale 2.3 Inform team members of progress and developments of work activities 2.4 Ask for work when existing tasks have been completed 2.5 Report problems beyond their own level of authority to the appropriate person 2.6 Follow organisational procedures and legal requirements when managing time and workload

Unit amplification

AC1.1: Describe ways of managing time and workload

- *Time and workload management:* e.g. organise work area and resources, write action lists or 'to do' list in order of priority, agree realistic deadlines, ask for help or support when needed, allow time for contingencies

AC1.2: State why it is important to the organisation and the individual that time and workload are managed effectively

- *Importance to individual:* e.g. builds trust and confidence in personal abilities, supports teamwork and team standards, improves self-esteem and confidence, achieve personal objectives and targets
- *Importance to organisation:* e.g. reduces the need for close supervision and checking, improves organisational efficiency, helps the organisation to meet its targets and objectives

AC1.3: State why it is important to seek work and offer help to others

- *Importance of seeking work and offering help to others:* e.g. effective team working, organisational efficiency, sharing of workload, help to resolve work problems

AC1.4: Describe how seeking help from colleagues can help in managing workload

- *Ways of seeking help:* e.g. asking questions, sharing work progress update in team meetings, using the appraisal system
- *Impact of seeking help from colleagues:* e.g. reduces workload and stress, advice on better ways of completing tasks, sharing of good practice

AC1.5: Describe why it is important to accept responsibility for their own mistakes

- *Accepting responsibility:* e.g. personal development, learning from mistakes, builds trust and respect with colleagues, improves future decision making, shows honesty in the workplace

Information for tutors

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1*
(Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book*
(Pearson, 2010) ISBN 9781846909214

Websites

www.jobs.ac.uk – advice on career management, including guidance on managing time and workload

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main source of evidence for demonstrating the achievement of learning outcome 2 is likely to be a combination of direct observation, work products and witness testimony. The observation of the learner carrying out and completing assigned work tasks can take place either in a real work environment or a Realistic Work Environment (RWE). This observation would provide some evidence for many of the assessment criteria in learning outcome 1. This evidence should be supported by a review of the learner's work products such as 'to do lists', work diaries, signed-off task/work sheets and emails to colleagues or line manager. These work products should be annotated by the learner. Some assessment criteria, for example AC2.3 and AC2.6, may require witness testimony from the line manager or colleagues (or other appropriate personnel if assessed in an RWE).

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to give the learner the opportunity to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe the techniques they actually used to manage their work tasks and other techniques they could consider using in the future – this links AC1.1 to AC2.1. Similarly, AC1.2 could be linked to AC2.2 by asking the learner to state why it was important for them and their organisation for tasks to be completed on time. Learners' work products could be used as a basis for the Q&A. If a learner diary is used, then the entries should be contextualised to the learner's work activities to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. For example, the learner would need to state at least three reasons why it is important to seek work and offer help to others in order to sufficiently meet AC3.1.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 13: Meet and Welcome Visitors in a Business Environment

Unit reference number: A/506/1799

Level: 1

Credit value: 2

Guided learning hours: 20

Unit type: Competence

Unit summary

In many business environments, administration staff may need to meet and welcome visitors. An administration assistant carrying out this role is representing the organisation they are working for, so it is important that they behave in a professional manner and follow the organisation's procedures and requirements.

In this unit you will learn how to welcome visitors by following your organisation's procedure. You will learn how to confirm a visitor's identity and the reason for their visit, and then how to inform the relevant person of the visitor's arrival. You will learn how to record the visitor's arrival and departure and to check that any health and safety and security actions are carried out. You will also learn how to present a positive personal image in keeping with your organisation's requirements.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know how to meet visitors in a business environment</p>	<p>1.1 State an organisation's procedures for dealing with visitors</p> <p>1.2 Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors</p> <p>1.3 Identify any organisational health, safety and security requirements relevant to visitors</p> <p>1.4 Describe what to do and who to contact when problems with visitors arise</p>
<p>2 Be able to meet visitors in a business environment</p>	<p>2.1 Welcome visitors politely in accordance with organisational standards</p> <p>2.2 Confirm the identity of visitors and the reasons for their visit</p> <p>2.3 Check that any health, safety and security actions are carried out</p> <p>2.4 Record visitors' arrival and departure in accordance with organisational procedures</p> <p>2.5 Inform those who are being visited of the arrival of their visitor(s) in accordance with organisational standards</p> <p>2.6 Present a positive personal image in accordance with organisational standards</p>

AC1.1: State an organisation's procedures for dealing with visitors

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *General procedures for dealing with visitors include:* acting in a professional and capable manner; greeting visitor(s) in a clear, audible voice; confirming the visitor's appointment; confirming the visitor's name and its pronunciation; issuing visitor and security badges; updating visitor records; communicating health and safety procedures to visitors; informing colleagues of a visitor's arrival; giving information and directions to facilities

AC1.2: Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors

- *Personal behaviour:* e.g. polite, helpful, confident, attentive, positive body language, positive attitude, respect for confidentiality, dependability, tolerance, professional
- *Personal presentation:* e.g. well groomed, dressed according to organisation's standards, good personal hygiene

AC1.3: Identify any organisational health, safety and security requirements relevant to visitors

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *General health, safety and security requirements include:*
 - o health and safety: e.g. displaying safety notices, following fire and emergency evacuation procedures, reporting any hazards immediately, keeping reception area clean and tidy
 - o security: e.g. issuing visitors cards and permits, signing visitors in and out, keeping confidential documents secure, monitoring CCTV cameras, maintaining control of entrance, e.g. entry phone, maintaining swipe card access procedures

AC1.4: Describe what to do and who to contact when problems with visitors arise

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Possible contacts include:* office manager, supervisor/line manager
- *Possible actions include:* staying calm; asking a colleague for help; contacting security; using escalation procedures

Information for tutors

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.skillsca.org – Skills CFA, the sector skills council for administration

www.hse.gov.uk – Health and Safety Executive, information on health and safety in the workplace

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main source of evidence for demonstrating the achievement of learning outcome 2 is direct observation of the learner meeting and welcoming visitors, either as a part of their job role in a real work environment or a Realistic Work Environment (RWE).

The evidence from direct observation could be supported by examining work products such as the records of visitors made by the learner in the organisation's systems – this provides further evidence to meet AC2.4. Witness testimony could also be used to provide evidence of consistent performance. Observation evidence could be supported by question and answer (Q&A) sessions if felt necessary.

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe how their standards of personal behaviour and presentation in particular observed situations presented a positive personal image to visitors and reflected the organisational standards – this links AC1.2 to AC2.6. Similarly, the learner could be asked to describe how they used the organisational procedures in dealing with visitors; this creates a general link between learning outcome 1 and learning outcome 2. If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. As some of the assessment criteria refer to organisational requirements and procedures, witness testimony from line manager or other appropriate personnel may be required.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 14: Contribute to Sales Activities in a Contact Centre

Unit reference number: F/503/0392

Level: 1

Credit value: 3

Guided learning hours: 6

Unit type: Competence

Unit summary

Contact centres are used by many organisations as a means of selling their products and/or services to their customers. Contact centres require their staff to be fully skilled so that they are effective in the selling process. This unit is designed for those who are already working in a contact centre at entry level or for those who wish to learn more about working in a contact centre and practise the skills required.

You will learn about the sales activities in a contact centre, such as products and/or services offered, regulations, legislation and organisational procedures. You will then be required to practise your skills by making direct sales to customers after gathering the information to be able to do so. If you are not already working in a contact centre, you will be required to practise skills in a realistic working environment set up by your course provider.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Be able to gather and use specified sales information in a contact centre</p>	<p>1.1 Gather the specified information about customers, products and/or services in accordance with organisational procedures</p> <p>1.2 Provide information to customers about products and/or services in accordance with organisational procedures</p> <p>1.3 Collect from customers information that supports potential sales in accordance with organisational procedures</p> <p>1.4 Check with customers the accuracy of the information provided</p> <p>1.5 Keep records of customers in accordance with organisational procedures</p>
<p>2 Be able to make direct sales to customers through a contact centre</p>	<p>2.1 Identify customers in accordance with organisational procedures</p> <p>2.2 Establish customers' needs for potential sales of products and/or services within their level of authority</p> <p>2.3 Check with customers the accuracy of the order</p> <p>2.4 Refer customers to an authorised colleague when sales requests are beyond their level of authority</p> <p>2.5 Complete the authorisation or payment in accordance with organisational procedures</p>
<p>3 Understand sales activities in a contact centre</p>	<p>3.1 List the products and/or services offered or supported by the contact centre</p> <p>3.2 List the regulations and/or legislation that has an impact on dealing with customers</p> <p>3.3 State the organisational procedures for processing sales and payments and/or establishing order authority with customers</p>

Unit amplification

AC3.1: List the products and/or services offered or supported by the contact centre

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC3.2: List the regulations and/or legislation that has an impact on dealing with customers

- *Impact on dealing with customers:* when making or receiving calls; to ensure transactions are kept within the law and the customer and the organisation are protected; to balance the needs of the organisation, the customer and the law
- *Regulations and/or legislation:*
 - o Communications Act 2003: regulation of outbound dialling operations
 - o Consumer Protection Act 1987: liability of persons for damage caused by defective products, rules for giving price indications
 - o Trades Description Act 1968: prohibition of incorrect descriptions of goods, services, accommodation and facilities provided in the course of trade; prohibition of false or misleading indications as to the price of goods
 - o Sale of Goods Act 1979: what a contract of sale is, and the legal terms and conditions of buying and selling existing and future goods
 - o Data Protection Act 1998: how information on individuals is stored
 - o The Misrepresentation Act 1967: protection for consumers from false or fraudulent claims that may induce them to enter into a contract
 - o The Payment Services Regulations 2009: protection for customers who are victims of credit or debit card fraud
 - o The Consumer Protection (Distance Selling) Regulations 2000: protection for consumers buying at a distance, for example online or over the phone

AC3.3: State the organisational procedures for processing sales and payments and/or establishing order authority with customers

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

Information for tutors

Suggested resources

Books

Bergevin R et al – *Call Centers for Dummies* (John Wiley & Sons, 2010), 2nd edition ISBN 9780470677438

Denny R – *Selling to Win*, 4th edition (Kogan Page, 2013) ISBN 9780749466312

O'Ciosog M – *Contact Centre CXM: Customer Service Today and Tomorrow* (CreateSpace Independent Publishing Platform, 2013) ISBN 9781492267256

Wilson J – *The Call Centre Training Handbook: A Complete Guide to Learning and Development in Contact Centres* (Kogan Page, 2008) ISBN 9780749450885

Websites

www.callcentrehelper.com – online contact centre magazine covering topical subjects

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit may be assessed in a real working environment, i.e. assessment of learner performance at work or in a realistic working environment (RWE) in accordance with the Skills CFA Contact Centres Operations Assessment Strategy in *Annexe B*.

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: qualifications.pearson.com

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit may be assessed in a real working environment or in a Realistic Working Environment (RWE). If an RWE is used for assessment, it must provide an environment which replicates the key characteristics of the workplace in which the skills and knowledge to be assessed are normally employed.

Learning outcome 3 is knowledge based and focuses on the products or services offered, regulations and organisational procedures in a real working environment or RWE. Assessment should be based on appropriate methods such as questioning or discussion following research-based tasks on the learner's organisation's policies and procedures and the products and services offered, or those of the RWE.

Learning outcomes 1 and 2 are competency based; therefore the learner should be assessed using evidence that will confirm competence, such as direct observation of them undertaking work-related tasks in the contact centre. For example, gathering (AC1.1) and providing (AC1.2) information on products and/or services to the customer and then collecting information from the customer (AC1.3), and checking this information is correct (AC1.4) before making a record (AC1.5). Direct observation can be supported by examining products of work such as sales records to achieve AC2.1 and AC2.2, where learners can demonstrate their ability to identify who their customers are and establish their needs. Witness testimony from a line manager could be used to confirm that the learner has referred customers to an authorised colleague (AC2.4) and completed payments in accordance with organisational procedures (AC2.5).

It is good practice to combine the assessment of learning outcomes 1, 2 and 3 through holistic assessment. An example of how this could be achieved would be through direct observation of a learner selling to a customer using their organisation's policies and procedures in such a way as to meet some or all of the assessment criteria in learning outcomes 1 and 2. This should be followed by questioning or discussion directly related to what has been seen in the direct observation and the assessment criteria in learning outcome 3.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 15: **Use Specific Features of Contact Centre Systems and Technology**

Unit reference number: **F/503/0361**

Level: **1**

Credit value: **3**

Guided learning hours: **12**

Unit type: **Competence**

Unit summary

Contact centres have specific systems, including technology, that meet the needs of their business and their customers. It is important that contact centre staff be fully skilled in using these systems effectively. This unit is designed for those who are already working in a contact centre at entry level, or who wish to learn more about working in a contact centre and practice the skills required.

You will learn about contact centre systems, including how to handle customer contacts, the products and/or services offered by the organisation and how technology is used to support these processes. You will then be required to practise your skills by logging in and inputting customer information into the system. If you are not already working in a contact centre, you will be required to practise these skills in a realistic working environment set up by your course provider.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Be able to use contact centre systems and technology to carry out customer contact tasks	1.1 Log into the technology system that is appropriate for dealing with customer contacts 1.2 Follow defined pathways through the system to complete customer contact tasks 1.3 Use features of the technology contact handling system to control customer contacts 1.4 Locate information on the system needed to complete a customer contact 1.5 Identify to whom to refer when the customer contact cannot be completed 1.6 Input information into the system in accordance with organisational procedures 1.7 Validate the customer's identity from information given and information held on the system

Learning outcomes	Assessment criteria
<p>2 Understand contact centre systems and technology</p>	<p>2.1 State the organisational procedures and guidelines for handling customer contacts</p> <p>2.2 List the products and/or services offered or supported by the contact centre</p> <p>2.3 List the regulation and/or legislation relevant to the contact centre's work with customers</p> <p>2.4 State to whom to pass contacts when they are outside the limits of their authority or the customer contact is too difficult to handle</p> <p>2.5 State the procedures for logging onto the technology systems</p> <p>2.6 State how to respond to prompts from the system indicating the pathway to be followed</p> <p>2.7 State how to use systems and technology to handle customer contacts</p> <p>2.8 Identify the categories of customer contacts that they are authorised to handle</p>

Unit amplification

AC2.1: State the organisational procedures and guidelines for handling customer contacts

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.2: List the products and/or services offered or supported by the contact centre

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.3: List the regulation and/or legislation relevant to the contact centre's work with customers

- *Regulation and/or legislation*
 - o Communications Act 2003: regulation of outbound dialling operations
 - o Consumer Protection Act 1987: liability of persons for damage caused by defective products, rules for giving price indications
 - o Trades Description Act 1968: prohibition of incorrect descriptions of goods, services, accommodation and facilities provided in the course of trade; prohibition of false or misleading indications as to the price of goods
 - o Sale of Goods Act 1979: what a contract of sale is, and the legal terms and conditions of buying and selling existing and future goods
 - o Data Protection Act 1998: how information on individuals is stored
 - o The Misrepresentation Act 1967: protection for consumers from false or fraudulent claims that may induce them to enter into a contract
 - o The Payment Services Regulations 2009: protection for customers who are victims of credit or debit card fraud
 - o The Consumer Protection (Distance Selling) Regulations 2000: protection for consumers buying at a distance, for example online or over the phone

AC2.4: State to whom to pass contacts when they are outside the limits of their authority or the customer contact is too difficult to handle

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.5: State the procedures for logging onto the technology systems

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.6: State how to respond to prompts from the system indicating the pathway to be followed

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.7: State how to use systems and technology to handle customer contacts

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.8: Identify the categories of customer contacts that they are authorised to handle

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

Information for tutors

Suggested resources

Books

Bergevin R et al – *Call Centers for Dummies*, 2nd edition (John Wiley & Sons, 2010) ISBN 9780470677438

O'Ciosog M – *Contact Centre CXM: Customer Service Today and Tomorrow* (CreateSpace Independent Publishing Platform, 2013) ISBN 9781492267256

Wilson J – *The Call Centre Training Handbook: A Complete Guide to Learning and Development in Contact Centres* (Kogan Page, 2008) ISBN 9780749450885

Websites

www.callcentrehelper.com – an online contact centre magazine covering topical subjects

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit may be assessed in a real working environment, i.e. assessment of learner performance at work or in a realistic working environment (RWE) in accordance with the Skills CFA Contact Centres Operations Assessment Strategy in *Annexe B*.

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: qualifications.pearson.com

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit may be assessed in a real working environment or in a Realistic Working Environment (RWE). If an RWE is used for assessment, it must provide an environment that replicates the key characteristics of the workplace in which the skills and knowledge to be assessed are normally employed.

Learning outcome 2 is knowledge based and focuses on contact centre systems and technology. If in a real working environment, the tutor should encourage research-based tasks to allow learners to understand their organisation's systems and the technology used. If using an RWE, the tutor may cover the learning outcome through classroom-based teaching and group activities. Being knowledge based, questioning or discussion following the research and/or teaching would be an appropriate method of assessment.

Learning outcome 1 is competency based; therefore the learner should be assessed using evidence that will confirm competence, and which has been generated in the workplace or in an RWE. This could be direct observation of the learner logging onto a technology system (AC1.1) and following the defined pathways through the system (AC1.2) to update, input and complete the customer information details (AC1.3, AC1.4 and AC1.6). The direct observation could be supported with witness testimony from a line manager or a statement from the learner to confirm a time when they have referred to another member of staff when a customer contact cannot be completed (AC1.5), and how the learner has validated the customer's identity from information held on the system (AC1.7).

It is good practice to combine the assessment of learning outcomes 1 and 2 through holistic assessment. An example of how this could be achieved would be through direct observation of a learner contacting a customer using their organisation's systems and technology in such a way as to meet some or all of the assessment criteria in learning outcome 2. This should then be followed by questioning or discussion related to what has been seen in the direct observation and the assessment criteria in learning outcome 1.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 16: **Health and Safety Procedures in the Workplace**

Unit reference number: **T/505/4673**

Level: **2**

Credit value: **2**

Guided learning hours: **16**

Unit type: **Competence**

Unit summary

Adhering to health and safety procedures in the workplace is an important part of any customer service role. In order to protect staff and customers, it is vital that health and safety procedures are carried out correctly and in line with organisational procedures.

In this unit you will learn how to work in line with health and safety procedures in the workplace by knowing what your responsibilities are and what an employer's responsibilities are under health and safety law. You will learn what is covered by health and safety law and why it is important to follow health and safety procedures. You will also learn what information can be used to support health and safety in the workplace. You will need to be able to assess risk and to help to prevent accidents. You will also learn how to make suggestions on ways to improve health and safety practice in the workplace.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know health and safety procedures in the workplace	1.1 Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees 1.2 Describe two health and safety laws affecting the workplace 1.3 Define the importance of following health and safety procedures in the workplace 1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace
2 Be able to carry out tasks with regard to health and safety in the workplace	2.1 Carry out a risk assessment of a specified workplace activity 2.2 Use equipment or tools safely in the workplace 2.3 Describe how to prevent accidents in the workplace 2.4 Assess how own health and safety practices could be improved

Unit amplification

AC1.1: Define the main responsibilities for health and safety in the workplace of the following

- *Employers:* assess and give information about risks in order to minimise them; train staff on how to deal with risks, to protect the health, safety and welfare of employees and others in the workplace; consult employees about health and safety issues; protect employees and other people as far as is practicable from risks, e.g. giving and using PPE
- *Employees:* have a duty to take care for their own health and safety and that of others who may be affected by actions of employee; report any concerns relating to health and safety; report any serious risks in the workplace to responsible person for health and safety; follow health and safety training given by the employer; co-operate with their employer on health and safety

AC1.2: Describe two health and safety laws affecting the workplace

To include:

- Control of Substances Hazardous to Health (COSHH) regulations 2002
- Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Control of Asbestos Regulations 2012
- Control of Major Accidents Hazards (COMAH)
- Electricity at Work Regulations 1989 (PAT testing)
- Display Screen Equipment Regulations (DSE) 1992

AC1.3: Define the importance of following health and safety procedures in the workplace

- *Importance of following health and safety procedures in the workplace:* to avoid people being hurt; to avoid damage to equipment and property; to avoid organisation being fined or closed down; to avoid organisation and personal image and reputations being damaged or tarnished; to ensure the wellbeing of people within the workplace, to ensure compliance with health and safety laws

AC1.4: Define the types of information or support available in relation to a specified aspect of health and safety in the workplace

- *Types of information:* websites, leaflets, training, briefings, newsletters, coaching sessions, policies and procedures
- *Specified aspects of health and safety:* environmental: COSHH, RIDDOR, PAT Testing, Display Screen Equipment
- *Emergencies:* first aid, accident reporting

Information for tutors

Suggested resources

Website

www.hse.gov.uk – the Health and Safety Executive has information on health and safety responsibilities of employers and employees under the Health and Safety at Work Act

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

For the purposes of this qualification, this unit should be assessed in relation to the Skills CFA assessment strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Observation is a suitable approach for this unit and a primary source of evidence. The observation can be done unobtrusively by the assessor with the assessor using oral questioning to support the knowledge underlying the performance being undertaken and to meet some of the assessment criteria in learning outcome 1 (such as AC1.3).

Product evidence seen during or separately from an observed performance must be evaluated and commented on by the assessor. This evidence might include accident books or risk assessment documents completed by the learner. This would be a valid and suitable assessment method for this unit and learning outcome 2, along with question and answer sessions. These can be supported by a witness testimony from an appropriate person within the workplace. For AC2.2, for example, the learner could seek confirmation from a line manager that they have used equipment to complete a work task correctly and safely.

Questioning can be used to demonstrate learner knowledge for learning outcome 1, but best practice would be to integrate this within the observation and discussions, for ease of assessment for both the assessor and the learner. For example, for AC1.3 the learner could describe why it is important to follow health and safety procedures in the workplace, while completing an observed work task.

Unit 17: Processing Sales Orders

Unit reference number: M/502/8587

Level: 2

Credit value: 2

Guided learning hours: 17

Unit type: Competence

Unit summary

This unit aims to provide the knowledge and skills needed to process sales orders and help learners to understand the importance of the sales order processing in fulfilling customer orders.

In this unit you will learn how to perform the most important functions in the process chain, from presales to customer payment. The areas of credit control and accounting are also touched on. In this unit you will learn how to process sales orders from the start of the process to its completion. You will understand the importance of the process to the organisation and to the customer. You will be able to describe the checking processes that must be undertaken to ensure the products have been correctly supplied and that payment has been received. You will be able to process sales orders using systems that operate in the workplace ensuring that the order is completed accurately and promptly to meet the customers' requirements.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how to process and follow up sales orders	1.1 Explain the importance of sales order processing 1.2 Describe organisational processes for ordering products and/or services 1.3 Describe different sources of information used to check customer credit 1.4 Describe the different payment methods accepted by sales orientated organisations 1.5 Explain the role of the despatch function 1.6 Describe service standards relating to sales order completion 1.7 Explain the importance of storing information securely

Learning outcomes	Assessment criteria
<p>2 Be able to process sales orders</p>	<p>2.1 Identify customer sales order requirements</p> <p>2.2 Check that the credit status of the customer meets organisational standards</p> <p>2.3 Confirm the availability of products and/or services to the customer</p> <p>2.4 Ensure that information given to the customer about delivery, timing and price is accurate</p> <p>2.5 Ensure that the sale is authorised following the organisation's procedures</p> <p>2.6 Finalise the transaction in accordance with organisational procedures</p> <p>2.7 Ensure that the customer is aware of the terms and conditions of sale</p> <p>2.8 Ensure that the customer's requirements are communicated to those responsible for fulfilling sales orders</p> <p>2.9 Identify who to go to when in need of support with sales order processing problems</p>
<p>3 Be able to follow up sales order processing</p>	<p>3.1 Keep the customer informed of the sales order progress and any problems with the sale order</p> <p>3.2 Advise the customer of current discounts and special offers</p> <p>3.3 Check all information is stored securely</p>

Unit amplification

AC1.1: Explain the importance of sales order processing

- *Sales order processing:* receiving sales orders, checking against purchase order, checking customer's credit worthiness, checking stock availability, arranging delivery, invoicing, maintaining records, sales authorisation, terms and conditions of sale
- *Importance:* e.g. main source of organisational revenue, creates accountability, provides information for financial planning and budgeting, production planning

AC1.2: Describe organisational processes for ordering products and/or services

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Relevant types of procedures and processes:* sales order processing, credit checking procedures, replenishment procedures,
- *Processing sale orders:* departments involved, e.g. sales, credit control, distribution, warehouse/stores, accounting; documents, e.g. customer order, invoice, despatch advice, credit note

AC1.3: Describe different sources of information used to check customer credit

- *Customer credit check:* sources, e.g. bank, credit referencing agency, visits by credit staff, credit insurers, Register of Judgements, Insolvency Service; importance, e.g. avoid bad debts, protect future sales, reduce need for loans

AC1.4: Describe the different payment methods accepted by sales orientated organisations

- *Payment methods:* cash, cheques, credit cards, credit accounts, bank transfer

AC1.5: Explain the role of the despatch function

- *Despatch role:* assisting sales teams, handling client issues and enquiries, checking customer orders, e.g. prices and discounts, coordinating with other departments, e.g. accounts, purchasing and product despatch, performing administrative duties

AC1.6: Describe service standards relating to sales order completion

- *Service standards:* agreed lead times, accuracy of information and delivery, meeting customer expectations
- *Sales order completion:* activities, e.g. monitoring the process, communication with the customer, arranging product delivery, raising shipment documentation

AC1.7: Explain the importance of storing information securely

- *Storing information securely:* importance, e.g. compliance with organisational policy, compliance with legislation (Data Protection Act 1998), protection of confidential information; methods of storing sales information, e.g. computer database, manual filing

Information for tutors

Suggested resources

Books

Johnston R, Clark G and Shulver M – *Service Operations Management: Improving Service Delivery*, 4th Edition (Pearson Education Ltd, 2012) ISBN 9780273740483

Jay R and Clarke J – *Data Protection Compliance in the UK*, 2nd Edition (IT Governance Publishing, 2010) ISBN 9781849280471

Websites

www.something4.com/news/sales-order-processing – provides an overview of a generalised sales order processing system

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Assessment of this unit may be based on either the learner's performance at work or through simulation, as necessary, in accordance with the Skills CFA Sales Assessment Strategy in *Annexe C*. If the unit or a part of the unit is simulated, it must be undertaken in a realistic working environment (RWE).

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: qualifications.pearson.com

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context, as appropriate.

The principal source of evidence for this unit is direct observation of the learner in the workplace carrying out their work activities relating to processing sales data.

Questions and answers (Q&A) or a professional discussion could be used to corroborate the competence of the learner as well as meet the requirements of learning outcome 1. For example, for AC1.43 the learner could describe the different payment methods accepted by the employing organisation. For AC1.6 the learner could describe the service standards that have been devised by the employing organisation. A further example could be that while the learner is answering a question for AC3.3 in relation to secure storage of the information, the same answer could be extended to include AC1.7, as the learner could demonstrate how to store the information securely and at the same time explain verbally the importance of storing the information securely.

The primary sources of evidence for learning outcomes 2 is direct observation of the learner in the work place and the inspection of work products such as sales orders, emails, letters and reports printed from computer records produced by the learner. Evidence for AC2.1, AC2.3, AC2.5, AC2.7 and 2.8 can be taken from an original sales order that the learner has processed for a customer. Evidence for AC2.2, AC2.4, might be available from a computerised sales order processing system or from paper records available in the workplace. Evidence for AC2.6 might be found on the sales order in the form of a signature or other type of acknowledgement that the documentation is complete and can be passed on to the next stage of the order processing system.

Evidence for learning outcome 3 could be in the form of an email to a customer, AC3.1, AC3.2 that tells the customer how the order is progressing and about any special offers that may be available. Alternatively, the learner could be observed giving similar information to a customer. For AC3.3 the learner could be asked questions about the security systems under which the customer's details are stored.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence.

Unit 18: Meeting Customers' After Sales Needs

Unit reference number: R/502/8601

Level: 2

Credit value: 3

Guided learning hours: 14

Unit type: Competence

Unit summary

Meeting customers' after sales needs is an important part of many customer service roles. It is vital that it is done correctly and effectively in order to provide customer satisfaction, meet the needs and expectations of the customer and present a positive and professional image of the organisation.

In this unit you will understand how to meet customers' after sales needs by learning about how to find out what the customers' needs are and how to communicate in a way that the customer and the organisation are happy with. You will also be able to deal effectively with the customer and be able to balance the needs of the organisation with that of the customer. You will need to demonstrate that you can refer to someone in authority if you are unable to help the customer within your own limits of authority and also be able to fulfil commitments you have made to the customer and record these appropriately. You will need to be able to show competence at obtaining customers' feedback and know how to report these findings to relevant people within the organisation. Finally, you will need to demonstrate competence at being able to make recommendations for improvements to after sales service provision.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Be able to investigate customer after sales needs	1.1 Establish the nature of customers' after sales needs 1.2 Communicate with customers in a way that conforms with quality and customer service standards at all times
2 Be able to handle customers' after sales needs	2.1 Deal with customers' after sales needs following organisational customer service standards and procedures 2.2 Balance customers' needs with those of the organisation 2.3 Explain when to refer to someone in authority if the problem cannot be resolved within the limits of own authority 2.4 Fulfil commitments made to customers in accordance with quality and customer service standards 2.5 Record commitments made to customers
3 Be able to review the after sales process	3.1 Obtain customers' comments on service reliability from customers 3.2 Analyse and report the findings to the relevant person in the organisation 3.3 Make recommendations for improvements to after sales service provision in the light of customer feedback

Information for tutors

Suggested resources

Book

Cox R and Brittain P – *Retailing: An Introduction*, 5th Edition
(FT Prentice Hall, 2004) ISBN 9780273678199

Website

www.mrs.org.uk – the Market Research Society, information on how to conduct marketing research

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Assessment of this unit may be based on either the learner's performance at work or through simulation, as necessary, in accordance with the Skills CFA Sales Assessment Strategy in *Annexe C*. If the unit or a part of the unit is simulated, it must be undertaken in a realistic working environment (RWE).

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: qualifications.pearson.com

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context, as appropriate.

Holistic assessment is a suitable approach for this unit with observation of the learner performing their job role relating to meeting customers' after sales needs being best practice and a primary source of evidence.

Product evidence, e.g. examination of notes made by learner of their conversation with the customer, seen during an observed performance or separately from observed performance must be evaluated and commented on by the assessor.

This would be a valid and suitable assessment method for all the learning outcomes in this unit. Professional discussion is a valid assessment method for this unit particularly for learning outcome 3 where the learner could report on the after sales process and make recommendations based on the customer feedback they have gathered.

The unit can also be supported by a witness testimony from an appropriate person within the workplace, such as a team leader, this could be particularly suitable for AC2.3 and AC3.3.

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson: <http://qualifications.pearson.com/en/support/contact-us.html>
- BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: qualifications.pearson.com
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC Apprenticeships Quality Assurance Handbook* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, qualifications.pearson.com

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: <http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: <http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: <http://qualifications.pearson.com/en/support/contact-us.html>

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Skills CFA Assessment Strategy for Competence units (S/NVQ) in Business Administration, Customer Service and Management and Leadership

1. Introduction

This Assessment Strategy provides principles and guidance to Awarding Organisations for the assessment of competence-based units and qualifications (including Scottish Vocational Qualifications and National Vocational Qualifications) within Business Administration, Customer Service and Management and Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA principles in regards to:

- external quality control of assessment
- requirements of assessor and verifiers
- evidence
- employer direct model.

These principles are in addition to the generic criteria that Awarding Organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework and any regulatory requirements specified by the SQA Accreditation.

This strategy should only be used for the assessment of competence-knowledge based units and qualifications. Awarding Organisations may assess knowledge-only units as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of Awarding Organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.

2.1 External verification

- Awarding Organisations are responsible for the competence of external verifiers. It is the responsibility of Awarding Organisations to monitor centres' performance in accordance with regulatory requirements.
- Awarding Organisations must consistently apply external verification processes at all assessment centres delivering competence-based qualifications. These should be underpinned by standard risk assessment and risk management processes.

2.2 Risk assessment

- Awarding Organisations must carry out standard risk assessments for all qualification assessment centres that are delivering competence-based qualifications. Identified risks must be managed appropriately.
- Awarding Organisations must retain evidence to prove that a risk assessment has been carried out for each approved centre, and that a strategy to minimise any identified risk has been implemented.

2.3 Data requests

- Each quarter, Awarding Organisations must provide registration and achievement data at all qualification levels (1 to 7) and unit levels (where possible) to Skills CFA.

3. Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by several appointed individuals.

3.1 Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, Assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. An Assessor working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

3.2 External quality assurer (EQA)¹

The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs must:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA² and should be supported by a qualified EQA throughout their training period.
- be “occupationally competent”. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process.

It is the responsibility of the awarding body to select and appoint EQAs.

3.3 Internal quality assurer (IQA)³

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

¹ Also known as External Verifier (EV)

² The need for countersigning the decisions of EQAs working towards a qualification, applies to England and Wales and not Scotland.

³ Also known as Internal Verifier (IV)

IQAs must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA⁴ and should be supported by a qualified IQA throughout their training period.
- be “occupationally competent”. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

Skills CFA and awarding organisations require assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual CPD records that are maintained in assessment centres.

⁴ The need for countersigning the decisions of IQAs working towards a qualification, applies to England and Wales and not Scotland.

4. Evidence

4.1 Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

4.2 Simulation

- Simulation can be applied to all units listed in section 7.
- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in section 6.

5. Employer direct model

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use the employer direct model:

- An organisation must:
 - have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; **OR**
 - seek guidance and approval from an awarding organisation to demonstrate that they have:
 - appropriate processes in place to facilitate assessment, moderation or verification functions
 - carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
 - agree the mapping process with the awarding organisation/body involved
 - demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification
- An Awarding Organisation must:
 - offer this model to employers only
 - supply information on the requirements for internal and external moderation/verification activities to assessment centres.

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual continual professional development (CPD) records that are maintained in assessment centres.

6. Appendix A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units in Appendix B:

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. the RWE is managed as a real work situation
2. assessment must be carried out under realistic business pressures
3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. candidates must be expected to achieve a volume of work comparable to normal business practices
5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units
8. customer perceptions of the RWE is similar to that found in the work situation being represented
9. candidates must show that their productivity reflects those found in the work situation being represented.

7. Appendix B – Simulation: a list of units

Simulation can only be applied to the following competence units:

Business Administration

Skills CFA Ref.	Unit title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Unit title	Level
CS 2	Communication in customer service	1
CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1

Management and Leadership

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Annexe B: Skills CFA Contact Centres Operations Assessment Strategy

1. 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 competence-based qualifications.

2. 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 Skills CFA (CFA) with quarterly reports on:
 - Registration and achievement data at qualification level, and unit level where available

3. 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.

4. 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. 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 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.

Annexe C: Skills CFA Sales Assessment Strategy

1. Introduction

- 1.1 The Sales Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Sales NVQs/SVQs and competence-based qualifications.

2. External quality control

- 2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Sales NVQs/SVQs 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 Sales NVQ/SVQ and competence based qualification assessment centre and manage all identified risks appropriately.
- 2.3 Awarding organisations/bodies will consistently apply external verification processes at all Sales NVQ/SVQ and competence based qualification assessment centres, underpinned by standard risk assessment and risk management processes.
- 2.4 Awarding organisations/bodies will supply Skills CFA with reports:
Quarterly: provide registration and achievement data at qualification levels and unit level where possible.

3. Assessing performance

- 3.1 Assessment of all units at any level of Sales NVQs/SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).
- 3.2 Units which have been imported by the CFA in their Sales NVQs/SVQs and competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

4. Simulation of NVQ/SVQ units

- 4.1 If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).
- 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 Occupational expertise to assess performance, and moderate and verify assessments

5.1 Candidates must be assessed, moderated or verified at work either by:

- a. **Assessors, moderators or verifiers** who have achieved or are working towards achievement of the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

- b. A **trainer, supervisor or manager**, employed by an organisation, who must either:

1. Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,
2. Seek guidance and approval from an 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 NOS upon which the qualifications above are based, and the A and V units. This is known as the employer direct model in Scotland.

5.2 **Assessors** must be occupationally competent to make Sales assessment judgements about the level and scope of individual candidate performance at work or in RWEs; 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 Sales moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations will supply information on the requirements for internal and external moderation/verification activities to Sales assessment centres.

5.5 The sector requires all assessors, moderators and verifiers to maintain current Sales 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 Sales assessment centres.

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