

Pearson Edexcel Level 4 NVQ Diploma in Customer Service

Specification

NVQ qualification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. 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 qualification was previously known as:

Pearson Edexcel Level 4 NVQ Diploma in Customer Service (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 4 NVQ Diploma in Customer Service Issue 2 changes

Summary of changes made between previous issue 1 and this current 2 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	3
TQT value added	3
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	3
QCF references removed from unit titles and unit levels in all units	24-232

Earlier issue(s) show(s) 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
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking 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
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs 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. NVQ qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQ qualifications are outcomes-based with no fixed learning programme - allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and 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.

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.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 4 NVQ Diploma in Customer Service
Qualification Number (QN)	601/3479/3
Regulation start date	06/06/2014
Operational start date	01/09/2014
Approved age ranges	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	50
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	500
Guided learning hours	171
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 4 NVQ Diploma in Customer Service
Entry requirements	<p>No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however it is likely that learners will be seeking work within the customer service sector, or they may already be employed in a cross-sector role or function that involves responsibility for defined service related activities with an area of responsibility and/or carrying out defined customer service management activities within an operational area of responsibility. Centres must follow the Pearson Access and Recruitment policy (see Section 7, Access and Recruitment).</p>
Funding	<p>Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.</p> <p>Further information and guidance is available on the website: www.gov.uk</p>

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, qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 4 NVQ Diploma in Customer is for learners who work in, or who want to work in customer service management roles such as.

Service Delivery Manager

Client Services Manager

Customer Operations Manager

Communications Manager

The qualification gives learners the opportunity to:

- develop and demonstrate a range of technical skills and behaviours that supports competence in the job roles stated above. This includes managing and preparing staff and resources for customer service delivery, developing customer service strategy and reviewing and improving the quality of customer service
- develop their knowledge and understanding related to the job roles specified above, including, techniques and practices for monitoring and improving the quality of customer service, understanding how to build effective relationships with customers and how resources are developed to support customer service delivery
- have existing skills recognised
- achieve a nationally-recognised Level 4 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification replaces the Pearson Edexcel Level 4 NVQ Diploma in Customer Service (500/9506/7), which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 4 NVQ Diploma in Customer Service can progress to management qualifications at Level 4 and 5, including:

- Pearson Edexcel Level 4 NVQ Diploma in Management
- Pearson BTEC Level 4 Diploma in Management and Leadership
- Pearson Edexcel Level 5 NVQ Diploma in Management and Leadership
- Pearson BTEC Level 5 Award, Certificate and Diploma in Management and Leadership

With further development, learners have the opportunity to progress to more complex job roles with greater responsibilities such as Senior Manager, Area Manager and Stakeholder Relations Manager.

Industry support and recognition

This qualification is supported by Skills CFA, the 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.

4 Qualification structure

Pearson Edexcel Level 4 NVQ Diploma 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	50
Minimum number of credits that must be achieved at level 4 or above	38
Number of mandatory credits that must be achieved: Group A	14
Minimum number of optional credits that must be achieved: Group B/C. A minimum of 20 credits must be achieved from Group B. The remaining 16 credits can come from Group B or C (a maximum of 16 credits can come from Group C).	36

Mandatory Group A: Learners must achieve 14 credits from this group.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/506/2898	Manage Customer Service Operations	4	7	23
2	D/506/2153	Champion Customer Service	4	4	17
3	T/506/2952	Manage Personal and Professional Development	3	3	12

Optional Group B: Learners must achieve a minimum of 20 credits from this group.

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
4	F/506/2176	Review the Quality of Customer Service	4	4	20
5	R/506/2179	Build and Maintain Effective Customer Relations	4	6	25
6	L/506/2181	Manage a Customer Service Award Programme	4	4	15
7	Y/506/2183	Manage the Use of Technology to Improve Customer Service	4	4	14
8	Y/506/2166	Develop Resources to Support Consistency of Customer Service Delivery	3	5	21
9	D/506/2167	Use Service Partnerships to Deliver Customer Service	3	3	20

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
10	K/506/2169	Resolve Customers' Problems	3	4	19
11	R/506/2151	Resolve Customers' Complaints	3	4	22
12	D/506/2170	Gather, Analyse and Interpret Customer Feedback	3	5	24
13	K/506/2172	Monitor the Quality of Customer Service Interactions	3	5	27
14	R/506/2960	Develop a Customer Service Strategy	4	6	25
15	D/506/2962	Develop a Social Media Strategy for Customer Service	4	5	16
16	H/506/2963	Develop Customer Service Through Social Media	4	5	16

Optional Group C: A maximum of 16 credits may come from this group.

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
17	M/506/1962	Encourage Learning and Development	4	3	16
18	T/506/1980	Initiate and Implement Operational Change	4	4	19
19	R/506/1999	Manage a Project	4	7	38
20	L/506/2004	Manage Business Risk	4	6	27
21	R/506/1954	Support Environmental Sustainability in a Business Environment	4	4	38
22	D/504/4056	Manage Health and Safety in Own Area of Responsibility	4	5	15
23	H/503/0417	Manage Incident Management Systems in a Contact Centre	4	6	12
24	T/506/1820	Promote Equality, Diversity and Inclusion in the Workplace	3	3	15
25	A/506/1821	Manage Team Performance	3	4	21
26	J/506/1921	Manage Individuals' Performance	3	4	20
27	F/502/8612	Negotiating, Handling Objections and Closing Sales	3	4	22
28	R/502/8615	Obtaining and Analysing Sales-related Information	3	4	24

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
29	K/502/8622	Buyer Behaviour in Sales Situations	3	3	27
30	K/503/0418	Manage Incidents Referred to a Contact Centre	3	6	30
31	D/506/2055	Design Business Processes	5	5	23
32	Y/503/0401	Manage Direct Sales Operations in a Contact Centre	5	7	30
33	J/502/4397	Bespoke Software	3	4	30
34	J/506/2292	Encourage Innovation	3	4	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. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: 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 include:

- 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 include:

- 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
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their 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
- integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them
- 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 include:

- 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).

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.

General resource requirements

- 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 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 assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment 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. They are listed by unit below.

Unit

Unit 23: Manage Incident Management Systems in a Contact Centre

Unit 30: Manage Incidents Referred to a Contact Centre

Unit 32: Manage Direct Sales Operations in a Contact Centre

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.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however it is likely that learners will be seeking work within the customer service sector, or they may already be employed in a cross-sector role or function that involves responsibility for defined service related activities with an area of responsibility and/or carrying out defined customer service management activities within an operational area of responsibility.

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

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure. All units in this qualification are internally assessed.

Language of assessment

Assessment of the 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*, available on our website at: www.edexcel.com

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 documents are on our website at: www.edexcel.com/policies

Internal assessment

The 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 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 the unit and learning outcomes 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 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 that is 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: www.edexcel.com/policies
- a combination of these.

Assessment Strategy

The Assessment Strategy for the customer service specific units in this qualification is given in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing these 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 *Annexe B, C and D*. The *unit assessment requirements* section in each unit states where these strategies apply.

Types of evidence

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

In line with the Assessment Strategies, evidence for the 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) - Unit 27, Unit 28 and Unit 29 only
- professional discussion (PD)
- 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.

For guidance on the assessment methods stated above, please refer to the *Guide to Assessing Work Based Learning Qualifications*, available on our website at: www.edexcel.com

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 *Annexe A, B, C and D*. 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 also 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 be clearly reference the unit 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 *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: www.edexcel.com. Please see *Section 12, Further information and useful publications* for details.

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. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website at: www.edexcel.com/policies

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: www.edexcel.com/policies. 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*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or 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*.

Both documents are on our website at: www.edexcel.com/policies

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson 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 only on a case-by-case basis. 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:
www.edexcel.com/policies

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel 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 Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

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 competence-based 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 www.pearsonwbl.edexcel.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 defined 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.

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: Manage Customer Service Operations

Unit reference number: M/506/2898

Level: 4

Credit value: 7

Guided learning hours: 23

Unit summary

To be successful, organisations need to be able to deliver effective customer service. This requires careful planning and organisation, followed by close monitoring and control of customer service operations. It also requires dealing effectively with any problems that occur in a way that leaves your customer with a positive impression of your organisation.

Customer service performance can be measured by a wide variety of metrics and ratings collected in different ways and these measurements are needed if you are to manage performance systematically and take positive actions for improvement.

In this unit, you will learn about the allocation of resources, monitoring customer service and applying strategies in order to supply a seamless service to customers. You will understand the techniques used to develop solutions to customer service problems and how to undertake analysis of trend and performance data in supporting improvements to the customer service provided to customers. You will demonstrate your competence in planning, organising and managing customer service operations, including, preparing and supporting your staff and measuring performance to identify areas for improvement.

This unit is for you if you have responsibility for the customer service performance of individuals or a team and you have the authority to see management actions through.

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 the management of customer service operations</p>	<p>1.1 Explain the basis for allocating resources</p> <p>1.2 Assess the suitability of a range of methods to monitor customer service operations</p> <p>1.3 Explain the strategies needed to deliver seamless customer service</p> <p>1.4 Explain techniques used to develop solutions to problems</p> <p>1.5 Evaluate sources of information on customer performance data</p> <p>1.6 Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance</p> <p>1.7 Analyse a range of possible improvements to customer service operations</p>
<p>2 Be able to plan customer service operations</p>	<p>2.1 Define the service offer to meet identified customer expectations</p> <p>2.2 Develop plans that will enable sustainable and consistent customer service operations to agreed standards</p> <p>2.3 Develop contingencies that address identified risks</p> <p>2.4 Specify targets, objectives, key performance indicators (KPIs) and monitoring arrangements</p> <p>2.5 Communicate objectives, targets, standards and procedures to staff</p>

Learning outcomes	Assessment criteria
<p>3 Be able to manage customer service operations</p>	<p>3.1 Allocate resources according to agreed priorities</p> <p>3.2 Keep staff informed of developments in the customer service offer</p> <p>3.3 Keep staff informed of developments in best practice for the delivery of customer service</p> <p>3.4 Maintain positive working relationships amongst staff</p> <p>3.5 Carry out monitoring activities in accordance with plans</p> <p>3.6 Manage deviations from expected performance and service failures in accordance with contingency plans</p> <p>3.7 Use feedback from staff and customers to make improvements</p> <p>3.8 Take action within the limits of their responsibility to make improvements to customer service performance</p>
<p>4 Be able to prepare staff for the delivery of customer service</p>	<p>4.1 Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service</p> <p>4.2 Provide training and support that will enable staff to deliver customer service to the required standards</p> <p>4.3 Communicate to staff their roles, responsibilities and work plans in line with delivery plans</p>

Learning outcomes	Assessment criteria
<p>5 Be able to measure customer service performance</p>	<p>5.1 Take action to ensure that systems to collect agreed performance data are in place</p> <p>5.2 Identify trends of customer behaviour and customer service performance from performance data</p> <p>5.3 Benchmark performance against agreed measures</p> <p>5.4 Address identified anomalies and problems</p> <p>5.5 Identify areas for improvement within customer service</p>

Unit amplification

AC1.1: Explain the basis for allocating resources

- *Basis:* organisation strategy; budget; business targets; staff, e.g. competence, experience, motivation; performance

AC1.2: Assess the suitability of a range of methods to monitor customer service operations

- *Methods:* e.g. departmental reports, formal and informal customer feedback, incident reports, business reports, sales analysis, external and internal audits

AC1.3: Explain the strategies needed to deliver seamless customer service

- *Strategies:* building effective working relationships, e.g. teambuilding, motivating staff, dealing with conflict; staff empowerment and consultation; managing customer relationship, e.g. customer-centred approach, personalisation of service, understanding real customer needs; effective service partnerships, e.g. commitment to service delivery, collaboration; omni-channel/multi-channel marketing; technology, e.g. social marketing platforms, customer identification technology

AC1.4: Explain techniques used to develop solutions to problems

- *Monitoring:* processes, procedures, behaviours and actions
- *Data analysis:* customer feedback, complaints, goods returned, goods faulty, delays in deliveries
- *Gathering intelligence:* e.g. listening to staff, customers and service partners, observing competitors
- *Conflict resolution:* arbitration, mediation

AC1.5: Evaluate sources of information on customer performance data

- *Information sources:* e.g. customer feedback, sales reports, operational plans, customer transaction data
- *Considerations for evaluation:* currency and credibility of data, impact for risk assessment, impact for service offer

AC1.6: Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance

- *Statistical techniques:* central tendency, e.g. mean, mode and median; dispersion, e.g. range, standard deviation, variance, mean deviation; functional analysis; geographical analysis

AC1.7: Analyse a range of possible improvements to customer service operations

- *Customer service standards:* e.g. monitoring, policies and procedures, leadership and management, staff support for staff, training for staff, communicating with staff
- *Quality of service:* e.g. seeking customer feedback, compliments and complaints review, observation of processes, analysis and interpretation of feedback data, action and improvement plans, communication of outcomes, monitoring progress, leadership and management
- *Research:* e.g. best practice, review of competitors, internal auditing, consultancy
- *Service partnerships:* e.g. service level agreement, commitment, conflicts of interest, responsiveness, communication, leadership and management, vision and mission

Information for tutors

Suggested resources

Books

Arden T & Edwards S – *Best Practice Guide for Customer Service Managers: An Activity-based Workbook for Leaders of Teams That Strive for Service Excellence (Customer Service Best Practice Guides)* (Customer 1st International, 2009) ISBN 9780954874421

Cross A – *Managing Customer Service Pocketbook* (Management Pocketbooks, 2008) ISBN 9781903776926

Dasu S and Chase R – *The Customer Service Solution: Managing Emotions, Trust, and Control to Win Your Customer's Business* (McGraw-Hill, 2013) ISBN 9780071809931

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

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 the 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.

Learning outcomes 2, 3 4 and 5 are competency based and the learner will need to provide evidence to show they can consistently plan, organise and manage the delivery of effective customer service.

This is likely to come from a combination of examining the learner's work products and direct observation supported by professional discussion and/or reflective account and witness testimony.

For learning outcome 2, work products could include documented evidence of operational plans, contingency plans, targets and objectives, key performance indicators, risk assessments and communications, e.g. e-mail, minutes of meetings.

For learning outcome 3, work products, such as, meeting notes, emails, monitoring reports, improvement plans and incident reports could be used to evidence how the learner has managed customer service operations. Direct observation could be used, for example, where the learner is engaging with staff (AC3.2, AC3.3, AC3.4) however, opportunities for this may be limited. Witness testimony could also be used to further support the learner's evidence e.g. for AC3.8 the learner may have had a discussion with a manager or colleague that identified what the learner could and could not do to help a customer.

For learning outcome 4 work product evidence could include minutes of meetings with staff, records of training sessions the learner has organised for staff or other evidence of communications where the learner is preparing staff for the delivery of customer service, e.g. e-mail, use of internal message boards or intranet. Further evidence could include trend data, benchmarking data and improvement plans. There may be opportunities to observe the learner providing support and communicating with staff (AC 4.2 and 4.3). Witness testimony could also be used to further support the learner's evidence e.g. to support the learner in providing evidence of communicating the vision and mission objective in AC 4.1.

For learning outcome 5 work products could include, customer service reports by the learner that indicate customer trends and measure them against the agreed performance benchmarks for the service (AC5.2 and AC5.3). The reports could also include recommendations for improvements based on the review of performance (AC5.5).

For learning outcomes 2-5, evidence from any direct observation of the learner and their work products should be supported by professional discussion and/or a reflective account to evidence the learner's underlying knowledge and understanding. This could focus on, for example, for AC2.2 and AC2.3, the learner's rationale for their approaches undertaken in planning, developing and producing the plans and contingencies and their success. Whilst for AC5.1 and AC1.2 the learner could expand on the suitability of methods for gathering customer service data and what actions have been taken to collect the correct data. For AC5.1 the learner could provide a reflective account that sets out the actions that have been taken to collect performance data e.g. response times, clear up rates and customer satisfaction rates.

Learning outcome 1 is knowledge based and a reflective account applied to the learner's job role maybe the most appropriate and manageable assessment method to meet the level of demand of the operative verbs, The assessment of this learning outcome could be integrated into the reflective account if used for learning outcomes 2, 3, 4 and 5, providing the opportunity for the learner to link and apply their knowledge to their workplace activities. Work products that may provide evidence for the competence learning outcomes could be used as a basis for the reflective account, for example an analysis of data that could identify areas for improving customer service (AC5.5) and an analysis of several improvements that could be introduced, their costs and their benefits to the organisation (AC1.7).

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 2:

Champion Customer Service

Unit reference number: D/506/2153

Level: 4

Credit value: 4

Guided learning hours: 17

Unit summary

This unit is about acting as a champion for customer service in an organisation, being constantly alert for issues that affect customer service, analysing these issues and their implications, challenging on behalf of the customer and passing on your knowledge and expertise to others.

Being a customer service champion involves examining the behaviours and processes that have most impact on the way your customers see you and your organisation. Champions have to be customer service winners who are genuinely customer-focused employees focused on and empowered to improve the customer experience at every stage. Your customers can be anyone to whom you provide a service and may be internal to your organisation or they may be external customers.

Staff members with high levels of responsibility for customer service have an important role to play as champions of excellent service within their organisations. Customer service champions need to have a great deal of knowledge and expertise about customer service from which others can benefit.

In this unit you will learn how to champion customer service within your organisation and to recognise excellent behaviour in other organisations. Using a range of techniques you will learn how to evaluate the effectiveness of customer service in your organisation. You will be able to identify where improvements can be made to customer service and be able to promote customer service to colleagues in the organisation taking on the role of being a champion for customer service.

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 champion customer service</p>	<p>1.1 Evaluate the importance of viewing operations from the customer's viewpoint</p> <p>1.2 Analyse the role of service partners in providing customer service</p> <p>1.3 Evaluate the effectiveness of information collection systems and reports</p> <p>1.4 Describe organisational decision-making processes and limits of their own authority</p> <p>1.5 Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements</p> <p>1.6 Describe activities that give added value to the service chain</p>
<p>2 Be able to identify the scope for improvements to customer service</p>	<p>2.1 Monitor customer service delivery to identify issues that are important to customer service</p> <p>2.2 Analyse the implications of improvements to customer service</p> <p>2.3 Identify customer service issues relating to new products and/or services</p> <p>2.4 Identify the strategic and managerial implications of changes to customer service and the service offer</p>

Learning outcomes	Assessment criteria
<p>3 Be able to champion customer service</p>	<p>3.1 Promote the role of customer service within an organisation's operational plans</p> <p>3.2 Inform individual staff members about their role in championing customer service</p> <p>3.3 Promote the benefits of effective customer service</p> <p>3.4 Provide validated customer service advice and information to colleagues</p> <p>3.5 Support others to identify areas for improvement to customer service</p> <p>3.6 Monitor the effectiveness of advice and information given</p> <p>3.7 Take actions to ensure that customer service delivery meets agreed standards</p>

Unit amplification

AC1.1: Evaluate the importance of viewing operations from the customer's viewpoint

- *Operations from the customer's viewpoint:* adopting a customer-centred approach; customer relationship management (CRM); mapping customer touch points; identifying moments of truth; continuous improvements to service delivery policies and procedures; focus on meeting customers' needs
- *Importance:* to customers, e.g. improves the customer experience, provision of products and services that meet needs; to the organisation, e.g. identifies improvements to customer service, builds customer loyalty and referenceability, supports information exchange, increases cross selling and up selling opportunities, customer retention

AC1.2: Analyse the role of service partners in providing customer service

- *Service partners:* internal and external partners, e.g. suppliers of goods and/or support services; organisations that provide specialist services to other organisations
- *Role of service partners:* e.g. call handling, claims handling, despatch, providing legal services, maintenance services, specialist contractors, IT services, Public Relations companies
- *Partners responsibilities:* contingent on formal or informal agreement, power and authority based on agreed partnership structure, agreed procedures and priorities
- *Service level agreements:* with internal and external partners

AC1.3: Evaluate the effectiveness of information collection systems and reports

- *Information collection systems:* e.g. customer feedback cards, on-line customer feedback collection, social network metrics system, loyalty cards
- *Information reports:*, written or oral, specific or general reports, e.g. customer feedback on using system X, social media reports e.g. number of 'hits' per hour/day/week

AC1.4: Describe organisational decision-making processes and limits of their own authority

- *The knowledge to meet this AC depends on the particular organisational processes and context. Learners need to apply the knowledge specific to their organisation to meet this AC*
- *General guidance may include:*
 - *level of decision-making* – strategic, tactical or operational/administrative
 - *quality of decision-making* – SMART objectives and success criteria; use of valid and reliable information to support decision-making; cost-benefit analysis of impact of decisions; ethics, social responsibility and sustainability; consequences
 - *responsibilities* – level of decision-making; level of authority and responsibility; organisational approval procedures, e.g. multiple level sign off, finance department sign off, internal requisition process

AC1.5: Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements

- *Monitoring techniques:* formal feedback systems, e.g. customer comment cards, feedback facility on the organisations websites, silent monitoring phone calls, mystery shopper, post-contact customer survey, complaints; informal feedback collection, e.g. customer comments, repeat customers, referrals by customers to new customers, customer forums

AC1.6: Describe activities that give added value to the service chain

- *Primary activities:* inbound logistics, operations, out bound logistics, service, marketing and sales
- *Support activities:* procurement, technology developments, infrastructure, human resources
- *Adding value:* analysis of the service chain, identifying costs savings, removing blockages, removing unnecessary systems and processes, recruiting customer service focussed people, training the customer service team, motivating the customer service team, e.g. providing incentives, using technology to provide improved customer service e.g. using social media, easy access to support materials e.g. handbooks and manuals

Information for tutors

Suggested resources

Books

Barlass S – *Creating Customer Service Champions* (SB Marketing Group, Inc, 2011)
ASIN: B004MDLW94

Di Julius R – *What's the Secret: To Providing a World-Class Customer Experience*
(John Wiley & Sons, 2008) ISBN 9780470196120

Shapira Z – *Organizational Decision Making* (Cambridge University Press, 2002)
ISBN 9780521890502

Zimmermann A – *The Service Payoff: How Customer Service Champions Outserve and Outlast the Competition* (Peak Performance Publishing, 2011)
ISBN 9781937125004

Websites

www.tutor2u.net/business/organisation/decisionmaking.htm – This website provides information about the process of decision making

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 the 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 could be gathered through a combination of direct observation of the learner and a review of their work products, supported by a professional discussion and/or reflective account and witness testimony.

Evidence for learning outcome 2 could include a review of the learner's work products, for example, the documented process of the monitoring activities, evidence of data analysis from the monitoring process (AC2.1, AC2.2) or reports produced to support AC2.3 and AC2.4. For learning outcome 3, direct observation of the learner promoting customer service within the organisation could provide evidence for AC3.1, AC3.2, AC3.3 and AC3.4. Alternatively, evidence for these assessment criteria could come from the learner's work products such as presentation slides, written or verbal records of communications to colleagues relating to championing customer service. Witness testimony could provide useful supporting evidence for the assessment criteria above, for example, how the learner has helped colleagues to improve customer service (AC3.5).

Observation and work products evidence provided for learning outcomes 2 and 3 should be supported by a professional discussion and/or reflective account based around the evidence to corroborate the learner's competence. For example, for learning outcome 2, a reflective account would give the learner the opportunity to comment on how they identified the customer service issues and the strategic and managerial implications of the changes to be made (AC2.3 and AC2.4). For learning outcome 3, the learner could describe the actions taken to ensure customer service delivery meets standards and explain why these actions were appropriate (AC3.7).

A reflective account by the learner, designed to meet all the assessment criteria and applied to their job role would be seen as the most suitable and effective way to evidence learning outcome 1, and could be integrated into the reflective account if used for learning outcomes 2 and 3. This would provide the opportunity for the learner to link and apply their knowledge to their work activities. For example, the work products and supporting reflective account used to evidence AC2.1 and AC2.3 could be used to support the evidence that would meet AC1.1 and AC1.2.

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 3: Manage Personal and Professional Development

Unit reference number: T/506/2952

Level: 3

Credit value: 3

Guided learning hours: 12

Unit summary

This unit focuses on the learning processes that underpin the development of personal and professional skills. The Chartered Institute of Personnel and Development (CIPD) defines continuing professional development (CPD) as 'the need for individuals to keep up to date with rapidly changing knowledge' and in this unit you will learn how to identify and evaluate your own personal and professional development needs.

Businesses will want to know that, as an individual, you have taken personal responsibility for ensuring that you have the skills and knowledge necessary to meet the challenges of an ever-changing world, and that you are keeping up to date in terms of new knowledge, techniques and developments as related to your role. You will look at the benefits of creating a personal development plan (PDP) and set your own targets to create such plans for yourself, then, with the advice and feedback of other, maintain 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 Be able to identify personal and professional development requirements</p>	<p>1.1 Compare sources of information on professional development trends and their validity</p> <p>1.2 Identify trends and developments that influence the need for professional development</p> <p>1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation</p>
<p>2 Be able to fulfil a personal and professional development plan</p>	<p>2.1 Evaluate the benefits of personal and professional development</p> <p>2.2 Explain the basis on which types of development actions are selected</p> <p>2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis</p> <p>2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives</p> <p>2.5 Execute the plan within the agreed budget and timescale</p> <p>2.6 Take advantage of development opportunities made available by professional networks or professional bodies</p>
<p>3 Be able to maintain the relevance of a personal and professional development plan</p>	<p>3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives</p> <p>3.2 Obtain feedback on performance from a range of valid sources</p> <p>3.3 Review progress toward personal and professional objectives</p> <p>3.4 Amend the personal and professional development plan in the light of feedback received from others</p>

Information for tutors

Suggested resources

Books

Routledge C and Carmichael J – *Personal Development and Management Skills* (CIPD, 2007) ISBN 9781843981480

Websites

www.businessballs.com – free resources and advice on personal development planning

www.cipd.co.uk – The Chartered Institute of Personnel and Development (CIPD), web page dedicated to continuing professional development (CPD) plus materials and factsheets. Membership is required for full access to the site

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 1, 2 and 3 is likely to come from a combination of a review of the learner's work products, professional discussion or reflective accounts and witness testimony.

For learning outcome 1, the learner's work products could include their research notes and findings on professional development trends, as well as notes/records from the evaluation of their current and future personal development needs (AC1.1 and AC1.2).

The learner's available work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning their performance. In the professional discussion, the learner could explain how they validated the information from the different sources and how they used this information to decide which trends and developments reflected their professional development needs.

For learning outcome 2, the learner's work products could include their personal development plan and records or notes from their skills gap analysis. The evidence from the review of available work products should be supported by a professional discussion. The professional discussion could be based around the learner's choice of learning methods and development activities that were agreed as a part of the development plan, the general process for developing and agreeing the development plan, and the effectiveness of the development activities in achieving the objectives of the development plan (AC2.2, AC2.3, AC2.4 and AC2.5). The assessor should ensure that the professional discussion covers the evidence to meet the requirements of AC2.1; to achieve this, the learner could weigh up the benefits of personal and professional development for the employer and the employee from a professional as well as a personal perspective.

For learning outcome 3, the learner's work products could include records of agreed objectives and feedback on performance received from others (for example one-to-one meeting notes, performance development review records, 360 degree feedback or appraisal records), CPD records and their amended personal development plan. The learner's available work products should be reviewed by the assessor and could be used as a basis for the professional discussion. To evidence the achievement of AC3.1 and the knowledge and understanding underpinning the learner's performance, the professional discussion could focus on how the learner's SMART objectives were set, who they received feedback on their performance from, and why, and how they determined their progress against the objectives.

Witness testimony from colleagues and the line manager should also be used, as appropriate across the unit, to confirm the learner's competence in managing their personal and professional development (AC1.3, AC2.5, AC2.6, AC3.2 and AC3.3).

The use of a reflective account is a suitable alternative to professional discussion throughout the assessment of this unit. If this is used, the learner should comment on how their development activities address the knowledge and understanding requirement as outlined above for the professional discussion.

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 4: Review the Quality of Customer Service

Unit reference number: F/506/2176

Level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

In this unit you will learn how to review the quality of customer service in an organisation, this is important for anyone involved in the management of customer service.

People managing customer service need to know how effectively it is being delivered. Without this information, they have no way of knowing if their customers are satisfied and if they are likely to remain loyal. Managers also need to know what to do to improve customer service to meet and exceed customer expectations.

This unit is about planning how you measure standards of customer service through collecting and analysing information. You will demonstrate your competence in the planning and measurement of the key criteria used in measuring the quality and performance of customer service, for example customer satisfaction, in an organisation. You will develop conclusions and recommendations and then report your findings to relevant people in the organisation.

Most of all, this unit is about approaching the review of customer service quality systematically and making full use of your findings.

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 review the quality of customer service</p>	<p>1.1 Explain the value of measuring the quality of customer service</p> <p>1.2 Analyse the criteria for and factors involved in setting customer service standards</p> <p>1.3 Explain how to construct representative samples</p> <p>1.4 Analyse methods of validating information and information sources</p> <p>1.5 Explain how to set and use customer service performance metrics</p> <p>1.6 Explain the use of customer feedback in the measurement of customer service</p> <p>1.7 Analyse the advantages and disadvantages of a range of data analysis methods</p>
<p>2 Be able to plan the measurement of customer service</p>	<p>2.1 Identify the features of customer service against which customer satisfaction can be measured</p> <p>2.2 Select data collection methods that are valid and reliable</p> <p>2.3 Specify monitoring techniques that measure customer satisfaction</p> <p>2.4 Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service</p> <p>2.5 Specify the information to be collected</p>

Learning outcomes	Assessment criteria
<p>3 Be able to evaluate the quality of customer service</p>	<p>3.1 Validate the information collected to identify useable data</p> <p>3.2 Use information analysis methods that are appropriate to the nature of the information collected</p> <p>3.3 Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria</p> <p>3.4 Develop recommendations that address identified areas for improvement supported by evidence</p>

Unit amplification

AC1.1: Explain the value of measuring the quality of customer service

- *Service quality*: SERVQUAL dimensions of service quality, i.e. tangibles, reliability, responsiveness, assurance, empathy
- *Measuring customer service quality*: techniques, including customer satisfaction surveys, metrics (quality, financial and operational), key performance indicators (KPIs), gap analysis, benchmarking against competitors, customer journey mapping
- *Value of measuring service quality*: e.g. indicates service standards, identifies potential improvements to customer service, supports customer retention and customer loyalty, increased revenue

AC1.2: Analyse the criteria for and factors involved in setting customer service standards

- *Customer service standards*: definition (quantifiable, measurable)
- *Criteria for customer service standards*: dependencies, e.g. nature of industry, organisation mission and purpose, type of goods and/or service; criteria, e.g. timeliness, accuracy, appropriateness, measurability, consistency
- *Important elements of service delivery (British Institute of Customer Service)*: timeliness, appearance, courtesy, quality and efficiency, ease of doing business, problem solving
- *Factors to be considered*: organisational strategy and values; service partnerships (SLAs); staffing; industry; customers; type of customer service, e.g. face to face, online, call centre; regulations and legislation, e.g. Data Protection Act 1998, Consumer Protection Act 1987

AC1.3: Explain how to construct representative samples

- *Probability sampling*: simple random sampling, stratified sampling, cluster sampling, systematic sampling
- *Non-probability sampling*: quota sampling, snowball sampling, convenience sampling, heterogeneity sampling
- *Representative sampling design*: define population characteristics and size; choose probability sampling method based on population; decide on sample size; set up sampling frame (random number generator); select sample

AC1.4: Analyse methods of validating information and information sources

Validating information:

- *Triangulation* – definition; purpose; types of triangulation i.e. data, investigator, methodological, environmental
- *Validating sources of information:*
 - o *credibility of source* – evidence of quality control (peer review, organisational support, multiple levels of approval); author credentials (education, experience, reputation, job title); author motives; government or profit-making organisation
 - o *accuracy* – evidence provided to support information; sources stated
 - o *reasonableness* – fairness; objectivity; no conflict of interest
 - o *relevance* – purpose of information; intended audience; date published

AC1.5: Explain how to set and use customer service performance metrics

- *Types of performance metrics:* quality, e.g. first response time, problem resolution time, overall customer experience, total call time; financial, e.g. recurring revenue, recurring costs, labour burden rate; operational, e.g. escalation rates, first contact resolution, abandonment rates; leading and lagging metrics
- *Setting performance metrics:* factors, e.g. organisation brand position, service standards and strategic objectives, stakeholder and staff involvement; identify critical work processes and customer requirements; use a structured framework, e.g. Balance Scorecard; develop SMART measures
- *Use of performance metrics:* e.g. track performance of customer service staff, assess the quality of service, identify areas for potential costs reduction, improves the efficiency and effectiveness of customer service

AC1.6: Explain the use of customer feedback in the measurement of customer service

- *Uses:* e.g. provides information for analysis and interpretation, identifies areas for staff training and development, identifies gaps and/or weaknesses in the service offer, benchmarking against organisational service standards, indicates changes to procedures and processes to improve efficiency

AC1.7: Analyse the advantages and disadvantages of a range of data analysis methods

- *Data analysis:* data organisation; summarisation and categorisation of data; identification of patterns and themes in the data
- *Qualitative data analysis methods:* interpretative analysis; narrative analysis; discourse analysis; grounded theory analysis; conversation analysis
- *Quantitative data analysis methods:* measures of central tendency (mode, median and mean); standard deviation
- Advantages and disadvantages of each method

Information for tutors

Suggested resources

Books

Enage J M – *Extraordinary Customer Service: Beyond the Extra Mile in Loyalty Marketing* (BeyondTheExtraMile.com, 2012) ISBN 9780988106802

Lisch R – *Measuring Service Performance* (Gower, 2014) ISBN 139781472411914

Ortman J – *How to add the 'WOW' experience to your customer service in 3 easy steps* (Create Space Independent Publishing Platform, 2013) ISBN 9781482584974

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 the 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 demonstrating achievement for learning outcomes 2 and 3 is likely to involve the examination of the learner's work products.

Work products may include, for example records detailing the key performance indicators (KPIs) and evaluation objectives established by the learner and used as a part of the measurement activity (AC2.4).

This evidence should be supported by a professional discussion or reflective account to corroborate the learner's competence. The professional discussion or reflective account could focus on the learner's rationale for the selected data collection methods and the monitoring techniques used (AC2.2 and AC2.3). It could also seek to explain how the learner went about establishing evaluation objectives and KPIs and the reasons for choosing these (AC2.4).

Witness testimony could be used in learning outcomes 2 and 3 to provide supporting evidence for the learner's competence over time.

Evidence to demonstrate achievement of learning outcome 1 could come from a reflective account by the learner, designed to meet all assessment criteria and applied to the learner's job role. This method would be the most efficient and effective way of meeting all the cognitive requirements. Evidence to confirm achievement of learning outcome 1 could be integrated into the reflective account if used to evidence the underlying knowledge and understanding for learning outcomes 2 and 3. This provides the opportunity for the learner to link and apply their knowledge to their workplace activities as well as easing the burden of assessment for both the assessor and the learner. Work products that may provide evidence for learning outcomes 2 and 3 could be used as a basis for the reflective account as the assessment criteria are closely linked. For example, the data collection methods the learner has selected in AC2.2 could be used as a basis to support evidence of reliability of the data gathered.

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 5: Build and Maintain Effective Customer Relations

Unit reference number: R/506/2179

Level: 4

Credit value: 6

Guided learning hours: 25

Unit summary

Building and developing effective customer relations is a vital aspect of customer service. Strong customer relations will help your organisation identify and understand your customers' expectations, encourage a way of working that is based on partnership and mutual trust, and establish and maintain customer loyalty.

In this unit you will learn how to build effective relationships with customers. You will understand how to undertake mapping exercises using different techniques against stakeholders working with your organisation, how influence may be used to improve customer relationships and how to evaluate the benefits of customer loyalty. You will learn about compromise in dealing with customers and how to evaluate the benefits of a customer centred approach for the organisation.

You will be able to demonstrate your competence in developing relationships with customers, maintaining and monitoring how effective the organisation's relationships are with customers and how, through consultation with customer's, improvements can be made.

This unit is for you only if you are in a position to influence the way your organisation determines the level of service offered to different 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 build effective relationships with customers</p>	<p>1.1 Analyse stakeholder mapping techniques</p> <p>1.2 Analyse the features of influencing techniques</p> <p>1.3 Explain how influencing techniques can be used to improve the relationship with customers</p> <p>1.4 Evaluate the benefits and value of relationships with customers and customer loyalty</p> <p>1.5 Explain how techniques to manage expectations are applied to the management of customers</p> <p>1.6 Explain different types of acceptable compromise</p> <p>1.7 Evaluate the benefits of adopting a 'customer-centred' approach</p>
<p>2 Be able to determine the scope for building effective relationships with customers</p>	<p>2.1 Identify the customers with whom relationships should be developed</p> <p>2.2 Identify the interests and concerns of customers with whom relationships should be developed</p> <p>2.3 Evaluate the scope for and limitations of building relationships with different types of customer</p>
<p>3 Be able to develop effective relationships with customers</p>	<p>3.1 Behave in a way that creates mutual trust and respect</p> <p>3.2 Provide information and perform actions within agreed timescales</p> <p>3.3 Take account of feedback provided by customers</p> <p>3.4 Keep customers up to date with new products and/or services and developments</p> <p>3.5 Assess regularly the extent to which customers' expectations are met</p> <p>3.6 Use personal influence and authority to ensure that customer needs are met or exceeded</p>

Learning outcomes	Assessment criteria
<p>4 Be able to review and improve relationships with customers</p>	<p>4.1 Monitor customer relationships and developments</p> <p>4.2 Take action to ensure that others complete agreed actions within agreed timescales</p> <p>4.3 Address changes to customer service methods that may have an effect on customer relationships</p> <p>4.4 Collect feedback from customers on their levels of satisfaction</p> <p>4.5 Recommend improvements to customer service based on analyses of the effectiveness of customer relationships</p>

AC1.1: Analyse stakeholder mapping techniques

- *Types of stakeholder:* primary, secondary, key, internal, external, connected
- *Stakeholder mapping:* purpose, e.g. identifies potential conflicts, gaps, contradictions or incompatibilities between stakeholders, supports on-going two-way communication; mapping process, e.g. identifying key stakeholders, defining their concerns and issues, assessing their level of commitment or resistance
- *Mapping techniques:* e.g. basic stakeholder analysis (Bryson 1995), power versus interest grids (Eden and Ackerman 1998), stakeholder-influence diagrams (Eden and Ackerman 1998); features of techniques, e.g. two-by-two matrix, stakeholder interest and power as dimensions; importance of influence relationships; benefits and limitations of techniques; suitability of contexts

AC1.2: Analyse the features of influencing techniques

- *Influencing techniques:* e.g. determining outcomes and objectives of the engagement process; setting the scene; understanding needs and values of other party; empathy
- *Features of influencing techniques:* e.g. reciprocity, commitment and consistency, social proof, authority, scarcity, tradable concessions

AC1.3: Explain how influencing techniques can be used to improve the relationship with customers

- *Impact on customer relationship:* e.g. open lines of communication, better understanding of customer needs, builds trust with customer, encourage long term relationship with customers, encourage customer feedback on service offer and products and/or service

AC1.4: Evaluate the benefits and value of relationships with customers and customer loyalty

- *Customer relationships:* building relationships, e.g. direct marketing, customer relationship management (CRM); relationship building principles, e.g. handle different customers differently, anticipate customer needs, continuously learn about customers, interact personally with customers; benefits and value, e.g. improved customer experience, increased efficiency and effectiveness in service delivery; targeted marketing efforts, automated analytics and reporting, customer loyalty
- *Customer loyalty:* definition; benefits and value, e.g. reduced operating costs, repeat business, increased customer retention rates, increased profitability, positive brand image

AC1.5: Explain how techniques to manage expectations are applied to the management of customers

- *Managing expectations:* process, i.e. setting expectations, articulating risks and issues, communicating progress, monitoring expectations, influencing expectations; skills needed, e.g. influencing skills, communication skills, negotiation skills (concessions and compromises)
- *Use of expectation management techniques in customer management:* e.g. generating and negotiating solutions to problems and complaints; resolving customer problems before they become complaints; maintaining positive relationship with customer; maintaining customer expectations in line with the service offer

AC1.6: Explain different types of acceptable compromise

- *Acceptable compromise:* different types, e.g. compromise half measures; give-and-take; agreement; accommodate; concession

AC1.7: Evaluate the benefits of adopting a 'customer-centred' approach

- *Customer-centred approach:* definition, i.e. an approach that considers customer service delivery from the perspective of customers; purpose of approach, e.g. gaining trust, building loyalty and referenceability; principles, e.g. set business goals for customer service, understand user requirements, design the customer service experience, implement the design, measure and adapt
- *Benefits:* e.g. satisfied customers, satisfied staff, building customer loyalty, increasing status and reputation of the organisation, potential for increased revenue streams, potential for building the organisation brand

Information for tutors

Suggested resources

Books

Inghilleri L, Solomon M – *Exceptional Service, Exceptional Profit: The Secrets of Building a Five-Star Customer Service Organization* (Amacom, 1 April 2010)
ISBN 9780814415382

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 the 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.

Customers may be internal or external to the organisation and by choosing their customers carefully the learner may be able to demonstrate their knowledge and ability to build and maintain customer relationships. Possible evidence sources may be from an established customer relationship that could be developed further or a new customer offering the opportunity to create a new relationship.

Evidence to meet the requirements of learning outcomes 2, 3 and 4 is likely to come from a combination of direct observation and/or examination of the learner's work products, supported by professional discussion and/or reflective account and witness testimony.

Evidence to demonstrate achievement of learning outcome 2 could come from the records of a stakeholder mapping activity used to identify customers for relationship building (AC2.1 and AC2.2). The analysis could be supported by the learner's reflective account of how they evaluated the scope and limitations of building relationships with the identified customers, including the criteria used in the process (AC2.3).

Direct observation could provide the evidence to meet the requirements of learning outcome 3. The observation should be planned with the learner to capture as much evidence as is possible in a holistic manner and could include all the interactions with staff and customers, such as service of products, providing information and advice and/or promoting new product lines; these would support the following assessment criteria, AC3.3, AC3.4 and AC3.6. Work products could provide further evidence for AC3.4 and include information on products and services referred to by the learner. Evidence from direct observation of the learner could be further supported by a reflective account, focussing on providing evidence for AC3.3, AC3.5 and AC3.6. The reflective account could include examples of when and how customer feedback has been used to make improvements to products and/or services. Witness testimony could be an evidence source for AC3.1 either written or verbal and collected from suitable customers and other personnel.

For learning outcome 4, work products could come from the learner's reports on monitoring customer relationships and addressing changes to service methods (AC4.1 and AC4.3). Witness testimony could confirm this process over time and provide evidence towards AC4.2. Work products could provide evidence for AC4.4 and could include a customer satisfaction survey. The results should be presented in a manner to provide information against any set criteria used for the survey and the learner should provide an overall outcome. AC4.5 could be evidenced through a report produced by the learner and could link to the other assessment criteria such as AC4.4, there will be a requirement to make an assessment on the effectiveness of customer relationships and how as an outcome improvements can be made, the learner should provide the impact of such improvements and provide a framework for monitoring the progress on implementing such improvements.

Evidence from direct observation of the learner and their work products should be supported by professional discussion to provide further evidence for the assessment criteria associated with these learning outcomes. For example, professional discussion with the learner could focus on the learner's rationale for the customer satisfaction survey carried out to meet AC4.4 and include detail of and reasons for selecting the representative sample.

A reflective account would be seen as the most appropriate and manageable assessment method to meet the cognitive level of demand of the operative verbs in learning outcome 1. For example, for AC1.1, AC1.2, AC1.4 and AC1.7 the learner's account needs to link closely with the requirements of analysis and/or evaluation and evidence will need to show examples of how this was undertaken in relationship to mapping techniques and influencing techniques. The learner should relate their own experiences within their job to support content and use real examples.

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 6: Manage a Customer Service Award Programme

Unit reference number: L/506/2181

Level: 4

Credit value: 4

Guided learning hours: 15

Unit summary

This unit gives you the knowledge, understanding and skills to be able to plan and manage an award programme (for individuals or teams) that will build a customer service focussed culture in your organisation.

A customer service award programme can make a valuable contribution to your organisation's customer service strategy. It serves the dual role of motivating team members and displaying to customers your commitment to customer service.

People have a natural need to feel good about the jobs they do. By regularly rewarding and recognising members of staff when they do something right you motivate them to keep doing good work. People thrive when they receive personal recognition for the work they do and although a salary is important it never replaces the need for genuine appreciation for their efforts. Although everyone is expected to do their jobs well, recognition encourages and motivates staff members to exceed what is expected of them.

In this unit you will learn about the reasons for introducing a customer awards programme and the important role they play in developing a customer centred organisational culture in the organisation. You will be able to plan and manage a customer service award programme that will recognise the value that employees add to the organisation and evaluate its effectiveness.

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 the management of a customer service award programme</p>	<p>1.1 Justify the reasons for an award programme</p> <p>1.2 Explain how to make use of a customer service award programme as a promotional tool</p> <p>1.3 Explain the likely impact of organisational culture on a customer service award programme</p> <p>1.4 Explain the requirements of a business case for a customer service award programme</p>
<p>2 Be able to plan a customer service award programme</p>	<p>2.1 Define specific, measurable, achievable, realistic and time-bound (SMART) objectives for the award programme</p> <p>2.2 Evaluate the benefits, drawbacks and costs of different options for a customer service award programme</p> <p>2.3 Select the option that best meets the objectives of the award programme</p> <p>2.4 Develop a plan that specifies roles, responsibilities, actions, resources, contingencies and timescales</p> <p>2.5 Develop award criteria that are transparent and fair</p>
<p>3 Be able to manage a customer service award programme</p>	<p>3.1 Promote the award programme with the dual purpose of motivating team members and engaging customers</p> <p>3.2 Take action to ensure that award winners are recognised in a way that demonstrates organisational commitment to excellent customer service</p> <p>3.3 Evaluate the effectiveness of a customer service award programme</p>

Unit amplification

AC1.1: Justify the reasons for an award programme

- *Types of Award programme:* e.g. length of service, recognition of achievement (individual, team, project), incentive based, customer nominated
- *Reasons:* impact on staff, e.g. attendance, motivation, competition, recognition; impact on customer service standards, e.g. maintaining and improving customer service levels; investing in people; raising staff morale

AC1.2: Explain how to make use of a customer service award programme as a promotional tool

- *Use as promotional tools:* e.g. national and international customer service excellence awards; company recognition of customer service excellence; customer testimonials; press releases; on-line promotion of award winners; use of social media to promote

AC1.3: Explain the likely impact of organisational culture on a customer service award programme

- *Organisational Culture:* definition (values, beliefs, norms); importance of positive organisational culture
- Types of organisational culture:
 - o positive culture – characteristics, e.g. atmosphere of confidence and respect, trust and engagement, staff go the extra mile
 - o negative culture – characteristics, e.g. lack of cooperation and enthusiasm, blame culture, lack of responsibility

AC1.4: Explain the requirements of a business case for a customer service award programme

- *Requirements:* objectives of award programme; robust data analysis e.g. cost benefit analysis, return on investment; budget; benefits and risks; meeting the organisation's vision and mission; recognition of quality, e.g. Investors in People

Information for tutors

Suggested resources

Books

Harvard Business Press – *Developing a Business Case: Pocket Mentor Series* (Harvard Business School publishing, 2010) ISBN 9781422129760

Heppell M – *Five Star Service: How to Deliver Exceptional Customer Service* (2nd Edition), (Pearson Business, 2010) ISBN 9780273734383

Hyken S – *Amaze Every Customer Ever Time: 52 Tools for Delivering the Most Amazing Customer Service on the Planet* (Greenleaf book group press, 2013) ISBN 9781626340091

Websites

www.investorsinpeople.co.uk – Home page of Investors In People includes information about how an organisation can gain recognition for valuing its staff. The website provides information about the IIP accreditation framework.

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 the 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.

Learning outcomes 2 and 3 involve the learner planning and managing a customer service award programme. This could be for individuals or teams within the organisation.

Evidence to demonstrate achievement of learning outcome 2 is likely to come from the examination of the learner's work products such as, a list of the SMART objectives that have been devised for the award programme, terms of reference and agreed criteria on how the awards would be awarded, (AC2.1). Emails to colleagues, letters, minutes of meetings or a work plan could provide evidence of AC2.2, AC2.3, AC2.4 and AC2.5. This evidence should be reviewed by the assessor and used to support a professional discussion to evidence the underpinning knowledge and understanding.

Evidence for learning outcome 3 could include direct observation of the learner and examination of any work products that are produced. For example, evidence for AC3.1 might be a record of a training event where the learner promoted the award programme to staff members. Evidence for AC3.2 might be a customer service awards event organised by the learner whilst evidence for AC3.3 could be a report based on data collected over a period of time that is measured against the SMART objectives previously defined for AC2.1. This evidence should be supported by a professional discussion around the learner's performance and/or work products to provide further evidence for the assessment criteria.

Learning outcome 1 is about the learner's understanding of the management of a customer service award programme. Evidence to demonstrate achievement of this learning outcome could come from a professional discussion and this evidence could be integrated into the professional discussion for learning outcomes 2 and 3 giving the learner the opportunity to link and apply their knowledge to their workplace activities. The learner must demonstrate both a depth and breadth of knowledge at an appropriate level for the operative verbs. For example, for AC1.2 the learner could explain how a customer service award programme would link to the achievement of the organisation's business objectives. When providing evidence for AC1.3 the learner might explain how organisational culture can be influenced and benefit from a customer service award programme.

Witness testimony and 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 7: Manage the Use of Technology to Improve Customer Service

Unit reference number: Y/506/2183

Level: 4

Credit value: 4

Guided learning hours: 14

Unit summary

This gives you the knowledge, understanding and skills to be able to improve customer service through the use of technology.

Technology has led the way in developing services that an organisation can offer to its customers by offering a range of facilities that would be difficult to provide using other forms of media. We have become accustomed to seeing advertising that directs us to an organisation's website for further information with access 24 hours for 365 days a year. Organisations can use technology to monitor and improve the level of customer service through the use of 'Metrics' that provide data on such things as the speed of response or customer buying patterns.

In this unit you will learn how to identify opportunities to improve your organisation's customer service through the use of technology. You will be able to collect customer service metrics and implement changes that have been identified through the analysis of the data they have provided. You will understand how to manage technology and be able to analyse the service data it produces to improve the overall experience of customer service users.

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 manage the use of technology to improve customer service</p>	<p>1.1 Analyse developments in information and communication technology that relate to customer service</p> <p>1.2 Analyse the features, functions and implications of technology for customer service delivery</p> <p>1.3 Explain how to monitor the use of technology to improve customer service</p>
<p>2 Be able to identify opportunities for customer service improvement through the use of technology</p>	<p>2.1 Review the effectiveness of customer service delivery against agreed criteria</p> <p>2.2 Identify how customer service delivery could be improved by the introduction or adaptation of technology</p> <p>2.3 Assess the costs of changes in the use of technology to improve customer service delivery</p> <p>2.4 Make recommendations for changes in the use of technology through a costed business case</p>
<p>3 Be able to implement changes in technology to improve customer service</p>	<p>3.1 Plan the implementation of changes in the use of technology in a way that minimises disruption to business</p> <p>3.2 Update colleagues on the implementation and expected benefits of new technology</p> <p>3.3 Provide staff with training in the use of new technology</p> <p>3.4 Monitor the implementation of changes in the use of technology in line with the plan</p> <p>3.5 Evaluate the effectiveness of changes in the use of technology against agreed evaluation criteria</p>

Unit amplification

AC1.1: Analyse developments in information and communication technology that relate to customer service

- *Developments in ICT:* internet, e.g. customer service knowledge base, social media, live chat, online shopping and payments; mobile technology, e.g. Apps

AC1.2: Analyse the features, functions and implications of technology for customer service delivery

- *Features:* e.g. accessibility, availability, ease of use, Internet connectivity
- *Functions:* e.g. on-line customer support, product support, accessibility to product information, order fulfilment, on-line payment systems, e-shopping
- *Implications:* e.g. affordability, cost savings, efficiency of business functions, greater customer satisfaction, greater market share through excellent customer service, targeted advertising

AC1.3: Explain how to monitor the use of technology to improve customer service

- *Monitoring:* process, e.g. establish service levels; set organisational targets, e.g. response times; agree targets with managers and employees; gather customer service metrics, e.g. speed of response times; monitor targets during year, e.g. three, six and nine months; report to management and reset targets for subsequent time period

Information for tutors

Suggested resources

Books

Harris E – *Customer Service: Pearson New International Edition: A Practical Approach* (6th Edition), (Pearson Education Ltd, 2014) ISBN 9781292040356

Kumar V – *Profitable Customer Engagement: Concept, Metrics and Strategies* (SAGE Publications Pvt. Ltd, 2013) ISBN 9788132113409

Kumar V and Reinartz W – *Customer Relationship Management: Concept, Strategy, and Tools* (2nd Edition), (Springer, 2012) ISBN 9783642201301

Websites

www.customerthink.com – The Customer Think website has a list of different customer service metrics that could be used by organisations

www.instituteofcustomerservice.com – The Institute of Customer Service website has a list of possible articles related to the use of Customer Service metrics in different organisations

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 the 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 examining learner work products, supported by professional discussion or reflective account and witness testimony. Direct observation could be used however, opportunities may be limited.

Work products that could provide evidence for learning outcome 2 may include, for example, for AC2.1, report/notes from the learner's review detailing the effectiveness of customer service delivery. For AC2.4, communications to colleagues detailing the business case recommendations for changes in the use of technology. A reflective account could be used based around this evidence to corroborate the learner's underlying understanding and knowledge and also provide evidence for learning outcome 1.

Evidence to meet learning outcome 3, AC3.2 and AC3.3 could include direct observation of the learner together with the naturally occurring work products that are produced including; written and/or verbal evidence used to make a case for the implementation of technology to improve customer service, e.g. evidence for AC3.2 might be in a written form, e.g. Power point presentation, email or newsletter and/or a verbal communication used to update colleagues on how to use the new technology. A record of staff attendance at a training session would provide further evidence for AC3.3. The assessor can do the observation unobtrusively using professional discussion to support the knowledge underlying the performance being undertaken. Alternatively, a reflective account could be used to complement the observation. Product evidence for AC3.1 may include a plan to implement the proposed changes in the use of technology to support customer service. The plan should include measurable criteria that can be used to evaluate the effectiveness of the technology. Evidence for AC3.4 and AC3.5 could be a record of monitoring the new technology in operation over a period of time and providing a reflective evaluation of its effectiveness as measured against the criteria provided in the implementation plan.

Based on the cognitive demand requirements of learning outcome 1, the most suitable form of evidence would be a reflective account as this method allows the learner to provide responses of sufficient depth and breadth to meet the level of demand of the operative verbs. If reflective account is used, it could be integrated into the reflective account if used for learning outcomes 2 and 3 and could provide the learner with the opportunity to link and apply their knowledge to their workplace activities.

Witness testimony and 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.

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 knowledge resources are used to support customer service delivery</p>	<p>1.1 Explain the structure of a customer service knowledge base</p> <p>1.2 Explain the uses of a customer service knowledge base</p> <p>1.3 Explain the use of customers' frequently asked questions to support customer service delivery</p> <p>1.4 Explain the input and update routines for adding to the knowledge base</p> <p>1.5 Explain the content requirements of resource materials and how they should be expressed</p>
<p>2 Be able to create and maintain a customer service knowledge base</p>	<p>2.1 Identify the information that should be included in a customer service knowledge base</p> <p>2.2 Confirm that a knowledge base is kept up to date</p> <p>2.3 Promote the contents and use of a knowledge base</p>
<p>3 Be able to develop customer service resource materials</p>	<p>3.1 Describe the types of questions frequently asked by customers</p> <p>3.2 Identify the types of resources needed to support customer service delivery from an analysis of customer needs</p> <p>3.3 Identify who will use the resources and in what way</p> <p>3.4 Develop resources that meet organisational requirements</p> <p>3.5 Communicate the availability and nature of the resources to those who will use them</p>

AC 1.1: Explain the structure of a customer service knowledge base

- *Customer service knowledge base:* i.e. online database where information is collected, organised, shared, searched, retrieved and used; resources to support effective customer service delivery, e.g. most common customer problems and resolutions, troubleshooting information, how-to articles, user manuals, Frequently Asked Questions (FAQs) and answers
- *Structure:* dependencies, e.g. type of knowledge, knowledge ownership, needs and characteristics of customers; features, including use of hierarchies, tags, groupings or catalogues of information, e.g. customer segments, topic/subject area, FAQs; information accessibility and interaction, e.g. registration, logins, ability to comment; integration with other customer service delivery systems and platforms

AC1.2: Explain the uses of a customer service knowledge base

- *Uses:* allows customers immediate access to information when needed; supports customers in finding accurate responses to queries; reduces the pressure and stress on customer service teams; provides training for customer service staff; improves the efficiency and effectiveness of customer service teams

AC1.3: Explain the use of customers' frequently asked questions to support customer service delivery

- *Use of FAQs:* e.g. provides an understanding of common customers' queries; enables knowledge resources to be tailored to provide the right information; reduces customer service delivery costs; enhances the customer experience

AC1.4: Explain the input and update routines for adding to the knowledge base

- *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.*
- *The organisational routine could possibly include practices such as:* having established roles, e.g. knowledge owner, reviewer, publisher; established standard for the quality of information; processes for review and categorisation of information; version control; input permissions

AC1.5: Explain the content requirements of resource materials and how they should be expressed

- *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*
- *General best practice for knowledge base content includes: e.g. provision of only relevant and appropriate information, easy to access, provides definition of any jargon and technical terms, written at average readability level, consistent styling, technically and grammatically accurate, uses clear action-based titles*

Information for tutors

Suggested resources

Books

Hinton M – *Introducing Information Management: The Business Approach* (Routledge, 2005) ISBN 9780750666688

Lehaney B, Lovett P and Shah M – *Business Information Systems and Technology: A Primer (Routledge Series in Information Systems)* (Routledge, 2011) ISBN 9780415559195

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 the 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 examining learner work products and direct observation, supported by professional discussion and witness testimony. Evidence from direct observation of the learner and/or their work products should be supported by professional discussion around the learner's performance and work products to provide further evidence for the assessment criteria. Work products could include: records from the analysis of customer feedback, records of the process of identifying FAQs and agreeing the responses, records of communication with colleagues (e.g. emails, meetings notes), a range of the materials developed, promotional documentation and events records (e.g. posters, social media activity, presentation slides) and any records of the outcomes of pilot and trials.

Within the discussion, learners could provide explanations for their decision-making around the processes used and how the processes contributed to the outcomes, with reference to the work products. Alternatively, a reflective account could be used in a similar manner to complement the evidence from work products. Witness testimony could also be used to confirm that the learner has consistently met the requirements over a period of time as well as met the organisational requirements.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion for learning outcomes 2 and 3 providing the opportunity for the learner to link and apply their knowledge to their workplace activities.

Alternatively, evidence could be provided through the learner's reflective account.

Learners' responses or statements to meet the requirements for AC1.1 – AC1.5 must be at a sufficient depth and breadth to meet the level of demand expected from an explanation. For example, to meet the standards of an explanation, the learner's response for AC1.5 should have sufficient detail about the possible groupings and cataloguing used to structure the organisation's knowledge base as well as the different accessibility and interaction features such as logins, registrations, commenting and voting features etc.

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 9: Use Service Partnerships to Deliver Customer Service

Unit reference number: D/506/2167

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

Service partnerships are important in the successful delivery of customer service as they provide a service chain to offer additional products and/or services that would not been offered by an individual organisation.

In this unit you will learn about service partnerships, how to work effectively in a service chain and how to develop the links with service partners that are key in maintaining relationships.

You will understand the roles and responsibilities of partners involved in a service chain, the advantages and limitations in using service partnerships, and how formal and informal agreements can be used in working with partners. You will understand how positive working relationships are built and maintained within a partnership, how communication between partners is undertaken, and learn about the negotiation techniques in dealing with service partners. You will also learn about conflict of interest in a service partnership and the ways in which it can be resolved.

You will be able to demonstrate your competence in delivering customer service in a service partnership and be able to identify areas for improvement.

You should choose this unit only if you are able to identify a service chain that relies on you in your role developing effective service partnerships.

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 the use of a service partnership in customer service delivery</p>	<p>1.1 Explain the roles and responsibilities of the partners involved in a service chain</p> <p>1.2 Explain the advantages and limitations of using a service partnership</p> <p>1.3 Explain the use and value of formal and informal service level agreements</p>
<p>2 Understand ways of building relationships within a customer service partnership</p>	<p>2.1 Describe effective communication methods for dealing with service partners</p> <p>2.2 Explain how to develop positive relationships with service partners</p> <p>2.3 Describe negotiating techniques for dealing with service partners</p> <p>2.4 Describe actions that can be taken to resolve any conflict of interest with service partners</p>
<p>3 Be able to deliver customer service within a customer service partnership</p>	<p>3.1 Identify the levels of authority that exist within a service partnership</p> <p>3.2 Keep service partnership colleagues up to date with progress, developments and issues that might affect the quality of delivery</p> <p>3.3 Establish service procedures that are acceptable to all members of a service partnership</p> <p>3.4 Agree with service partners priorities and resolutions relating to conflicts of interest</p> <p>3.5 Identify areas for improvement from the analysis of a range of sources of information</p>

Unit amplification

AC1.1: Explain the roles and responsibilities of the partners involved in a service chain

- *Service partnership*: definition (mutual cooperation and responsibility, effective communications, defined roles and responsibilities); service level agreements (SLAs)
- *Service partners*: internal and external partners, e.g. suppliers of goods and/or support services
- *Partners roles and responsibilities*: dependent on formal or informal agreement; power and authority based on agreed partnership structure; agreed procedures and priorities, e.g. conflict of interest

AC1.2: Explain the advantages and limitations of using a service partnership

- *Advantages*: e.g. specialist skills, shared logistics, stronger buying power, ability to cater for hard-to-reach customers
- *Limitations*: brand, e.g. potential loss of brand identity, risks to reputation; leadership and management, e.g. blurring of responsibilities, service standards weakened; impact on customer expectations, e.g. broken customer promises, unknown or unnoticed moments of truth

AC1.3: Explain the use and value of formal and informal service level agreements

- *Formal SLA*: uses, e.g. helps to define service offer, performance measurement, customer problem management, clear responsibilities of parties
- *Value*: e.g. parties legally bound, agreed penalties and rewards, greater confidence in quality of performance, easier termination of agreement
- *Informal SLA*: uses, e.g. suits SLA between internal departments, enables the quality of service to be benchmarked, test marketing products and/or services
- *Value*: e.g. not legally binding, raises standard for internal departments, allows for evaluative processes

AC2.1: Describe effective communication methods for dealing with service partners

- *Face to face*: e.g. meetings, work groups, seminars
- *Online*: e.g. Adobe Connect, Google Hangout, Skype, Webex
- *Written*: e.g. email, fax, letters
- *Telecommunications*: e.g. conference calls, video conferencing

AC2.2: Explain how to develop positive relationships with service partners

- *Structure:* management structures, who is responsible for activities, departmental line management responsibility
- *Working relationship:* shared values, service level agreements
- *Policies and procedures:* health and safety, welfare, pay, ways of working
- *Communication:* planned, informed, circulated

AC2.3: Describe negotiating techniques for dealing with service partners

- *Negotiation:* definition; purpose, e.g. aims to secure an outcome as close as possible to objectives; requires reasonableness and flexibility
- *Negotiation process:* building relationships, exploring interests of parties, addressing interest of all parties, compromising and creating alternatives, agreeing
- *Negotiating techniques:* including, using tradable concessions or variables; use of persuasion techniques e.g. storytelling and painting pictures, mirroring; use documents to persuade, illustrate position and establish credibility, e.g. position statements, proposals; gather information about partners, e.g. using open-ended questions, active listening, eye contact, use of silence

AC2.4: Describe actions that can be taken to resolve any conflict of interest with service partners

- *Conflict of interest (COI):* definition
- *Actions to resolve:*
 - o refer all parties back to original contracts and agreements, e.g. terms and conditions, service level agreement, roles and responsibilities, COI declarations
 - o seek advice, e.g. legal, expert, peer
- *Communication:* verbal, in writing, timely, e.g. as soon as COI identified
- *Involving others:* senior managers, unions, arbitration
- *Finding solutions:* change of staff, drawing up new agreements, creating declaration of interest, remove objection

Information for tutors

Suggested resources

Books

Balloch S and Taylor M – *Partnership Working Policy and Practice*, (Policy Press, 2001) ISBN 9781861342201

Deering A and Murphy A – *The Partnering Imperative: Making Business Partnerships Work* (John Wiley & Sons, 2003) ISBN 9780470851593

Sobel A – *All for One: 10 Strategies for Building Trusted Client Partnerships* (John Wiley & Sons, 2009) ISBN 9780470380284

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 the 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 outcome 3 is likely to come from a combination of direct observation and an examination of learner work products, supported by professional discussion and witness testimony.

Evidence from direct observation could come from the learner managing meetings and/or briefing sessions with service partners to update them on progress and to establish service procedures and priorities. This evidence should be supported by professional discussion around the learner's work products and performance to provide further evidence for the assessment criteria.

Work products could include any of the following provided they are created and generated by the learner: records of communication with service partners (minutes of meetings, emails), written progress reports, analysis of data, action plans/improvement plans for identified issues, and written agreements, for example service procedures, conflicts of interest. The professional discussion could focus on the levels of authority within the service partnership (AC3.1), the rationale for any agreed procedures, priorities and resolutions (AC3.3 and AC3.4) and the process and criteria used in identifying areas for improvement (AC3.5). Alternatively, a reflective account could be used in a similar manner to complement the evidence from work products and observation. Witness testimony may also be used to support evidence on how well the learner conducted meetings and to confirm that the agreed procedures and priorities were beneficial to the organisation and service partners.

Evidence to confirm the achievement learning outcomes 1 and 2 could be integrated into the professional discussion for learning outcome 3, therefore giving the learner the opportunity to link and apply their knowledge to their workplace activities. Learners' responses or statements to meet the knowledge requirements must be at a sufficient depth and breadth to meet the level of demand of the operative verbs. Work products that may provide evidence for learning outcome 3 could be used as a basis for the discussion, for example the written agreement around conflicts of interest for AC3.4 could also be used as the basis of the professional discussion to meet AC2.4. Similarly, the learner could refer to evidence from meetings and interactions with service partners (AC3.2, AC3.3 and AC3.4) to meet the knowledge requirements for AC2.1, AC2.2 and AC2.3. Alternatively, the learner's reflective account could be used to evidence the achievement of learning outcomes 1 and 2.

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

Unit 10: Resolve Customers' Problems

Unit reference number: K/506/2169

Level: 3

Credit value: 4

Guided learning hours: 19

Unit summary

This unit gives you the knowledge, understanding and skills to be able to deal with customer problems in a convenient, cost effective, and timely manner.

Even when an organisation provides excellent customer service their customers can experience problems because their expectations are greater than the organisation can satisfy. Listening to customer problems and then delivering good solutions requires a well-planned and organised effort. This unit is important to customer service because many customers judge how good customer service is by the way organisations handle problems. It is worth remembering that poorly handled customer problems can easily turn into customer complaints.

In this unit you will learn how to deal with customer problems in a way that provides a positive outcome for the customer and the organisation. You will understand the different techniques that can be used for monitoring customer problems and how the resolution of customers' problems can not only inform improvements to the service the organisation provides but also contributes to customer loyalty and business performance. You will be able to assess the suitability of a range of potential solutions for customers' problems and explain these to customers, including their benefits and drawbacks. You will also be able to negotiate solutions that meet customers' and organisational requirements, whilst adhering to organisational policies and procedures and legal and ethical 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 Understand the monitoring and resolution of customers' problems</p>	<p>1.1 Assess the suitability of a range of techniques for monitoring customer problems</p> <p>1.2 Explain how to use the resolution of customers' problems to improve products and/or services</p> <p>1.3 Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance</p> <p>1.4 Explain the features of negotiating techniques used to resolve customers' problems</p>
<p>2 Be able to deal with customers' problems</p>	<p>2.1 Confirm the nature and cause of customers' problems</p> <p>2.2 Explain when customers' problems should be treated as complaints</p> <p>2.3 Explain the benefits to customers and the organisation of the options available to solve problems</p> <p>2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems</p> <p>2.5 Explain to customers the options for resolving their problems</p> <p>2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority</p> <p>2.7 Inform colleagues of the nature of problems and actions taken</p> <p>2.8 Evaluate the effectiveness of the resolution of customers' problems</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems</p>

Unit amplification

AC1.1: Assess the suitability of a range of techniques for monitoring customer problems

- *Techniques:* e.g. business process monitoring, sampling customer feedback, monitoring repeat customers, measuring customer satisfaction
- *Customers' problems:* types of problems, e.g. identified by the customer, identified by the organisation, caused by a procedure or systems failure, caused by a lack of resources

AC1.2: Explain how to use the resolution of customers' problems to improve products and/or services

- *Improve products and/or services:* e.g. integrating solutions to customers' problems into product and/or service development; recording and sharing unique solutions to problems; analysing trends based on type of resolution; root cause analysis; analysis of problems and resolutions based on customer 'touch points' and 'moments of truth'

AC1.3: Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance

- *Contributing to customer loyalty:* e.g. keeping existing customers, selling more to existing customers, reducing customer complaints
- *Enhanced business performance:* market leadership, above industry profits, retaining workforce positive corporate brand, creates possible USP for the organisation

AC1.4: Explain the features of negotiating techniques used to resolve customers' problems

- *Negotiating techniques:* including, using tradable concessions or variables; use of persuasion techniques e.g. storytelling and painting pictures, mirroring; use documents to persuade, illustrate position and establish credibility, e.g. position statements, proposals; gather information about partners, e.g. using open-ended questions, active listening, eye contact, use of silence

Information for tutors

Suggested resources

Books

Adair J – *Decision Making and Problem Solving: Creating Success* (2nd Edition), (Kogan Page, 2013) ISBN 9780749466961

Customer Service Training Institute – *Rapid & Efficient Problem Solving* (CreateSpace Independent Publishing Platform, 2013) ISBN 9781493553693

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 the 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 main evidence collection methods for demonstrating achievement of learning outcome 2 are likely to be a combination of direct observation and professional discussion with the learner, supported by a review of relevant work products. The evidence collected can be based on situations where the learners is handling and resolving internal or external customer problems, whether face to face, by email and/or by telephone.

Direct observation is suitable where the learner is dealing with customers problems face-to-face and/or by telephone or communicating verbally with colleagues; this would provide evidence for AC2.1, AC2.5 AC2.6 and AC2.7. The assessor can do the observation unobtrusively using professional discussion to evidence the knowledge underlying the performance being undertaken.

Work products seen during an observed performance or separately from observed performance should be evaluated and commented on by the assessor (e.g. emails, letters and/or records of telephone calls from or to a customer or colleague). These could be an alternative source of evidence for AC2.1, AC2.5, AC2.6 and AC2.7 in the instances where the interactions with customers and colleagues are by email. For example, for AC2.6 letters, emails or diary entries detailing the solution that was agreed with the customer; or emails to colleagues informing them of the customer problems or solutions.

The professional discussion could focus on providing evidence for AC2.2 to AC2.4 as well as providing evidence for the knowledge and understanding underpinning the learner's performance. For example, for AC2.6 and AC2.8, the learner could explain the rationale for the agreed solutions to customer problems and the process and criteria used to evaluate the effectiveness of the resolutions to customers problems. The evidence for learning outcome 2 can be further supported by a witness testimony from an appropriate person within the workplace. For example, for AC2.9, confirmation from a line manager that the learner has followed the correct organisational policies when dealing with customers' problems.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion for learning outcome 2, therefore providing the learner with the opportunity to link and apply their knowledge to their workplace activities as well easing the burden of assessment for both the assessor and the learner. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, for AC1.2 the learner could explain how the solutions to specific customer problems could be used to improve the products and/or services offered by the organisation.

Alternatively, evidence could be provided through the use of a reflective account, where the learner could also address the underpinning knowledge and understanding requirements for learning outcome 2. Learners' responses or statements to meet the knowledge requirements must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

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: Resolve Customers' Complaints

Unit reference number: R/506/2151

Level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit gives learners the knowledge, understanding and skills to be able to manage and resolve customers' complaints.

Customers' complaints are time consuming and can be troublesome. Only a fraction of dissatisfied customers will actually complain, however, of all the customers who encounter a problem, the majority do not tell you but they do tell their friends and family. When customers do complain, how the organisation deals with the complaint can have a big impact on the organisation. Customer complaint handling is a skill and done properly it can enhance an organisation's reputation and retain and gain new customers.

In this unit, you will learn how to deal with customers' complaints in a way that provides a positive outcome for customers and the organisation. You will understand how different customer-complaint monitoring techniques can be used to collect data and how the data can be used to improve the service the organisation provides. You will also learn about the advantages and limitations of offering compensation or replacements and the implications of admitting liability on the basis of a customer complaint.

You will be able to confirm the nature, cause and implications of customer complaints so that solutions can be found that meet customer and organisational requirements. You will learn about techniques used in negotiation and conflict management. You will then be able to use these techniques to agree on solutions with customers that address the complaint without going outside the limits of your authority, while adhering to organisational policies and procedures, and legal and ethical 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 Understand the monitoring and resolution of customers' complaints</p>	<p>1.1 Assess the suitability of a range of monitoring techniques for customers' complaints</p> <p>1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery</p> <p>1.3 Explain negotiating techniques used to resolve customers' complaints</p> <p>1.4 Explain conflict management techniques used in dealing with upset customers</p> <p>1.5 Explain organisational procedures for dealing with customer complaints</p> <p>1.6 Explain when to escalate customers' complaints</p> <p>1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint</p> <p>1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services</p>
<p>2 Be able to deal with customers' complaints</p>	<p>2.1 Confirm the nature, cause and implications of customers' complaints</p> <p>2.2 Take personal responsibility for dealing with complaints</p> <p>2.3 Communicate in a way that recognises customers' problems and understands their points of view</p> <p>2.4 Explain the advantages and limitations of different complaint response options to customers</p>

Learning outcomes	Assessment criteria
	<p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p> <p>2.6 Keep customers informed of progress</p> <p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority</p> <p>2.8 Record the outcome of the handling of complaints for future reference</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>

Unit amplification

AC1.1: Assess the suitability of a range of monitoring techniques for customers' complaints

- *Monitoring techniques:* e.g. customer feedback cards, web-based customer satisfaction surveys, mystery shopping, social media feedback, mentions by external media
- *Suitability: factors,* e.g. fit with customer service strategy, ease of use of metrics, selection of relevant measures

AC1.2: Explain how to identify those complaints that should prompt a review of the service offer and service delivery

- *Identifying complaints:* based on types of complaints, e.g. indicates breakdowns in service delivery, potential to damage the reputation of the organisation, cause potential financial damage, regarding products faults and quality, linked to health and safety products and/or services

AC1.3: Explain negotiating techniques used to resolve customers' complaints

- *Basis of negotiating or bargaining power:* large customer, e.g. greater bargaining power; small customer, e.g. less individual bargaining power, possible power base through social media or pressure groups
- *Negotiating techniques:* e.g. listening and questioning techniques to gather information; use of empathy; identifying the root cause of the complaint; use of persuasion techniques, e.g. positive spoken and body language, mirroring, understanding and using allowable concessions and alternative options appropriately; discuss alternative solutions with the customer

AC1.4: Explain conflict management techniques used in dealing with upset customers

- *Conflict management:* definition; negotiation techniques
- *Conflict management techniques:* e.g. showing empathy, remaining calm when dealing with difficult customers, identifying the root cause of the complaint; explore best solutions with the customer; offering alternative solutions; use of escalation procedures

AC1.5: Explain organisational procedures for dealing with customer complaints

- *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 knowledge may include:

- *Procedures:* formal complaints procedures and informal complaints procedures
- *Purpose of a complaints procedure:* e.g. resolve customer complaints quickly, minimise damage to the organisation's reputation, information gained can be used to inform and improve customer service

AC1.6: Explain when to escalate customers' complaints

- *Escalation:* levels of authority in the organisation; limits of own authority, limits of knowledge, losing control of the situation, level and speed of progress

AC1.7: Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint

- *Financial costs:* e.g. individual compensation claims, class action compensation claims, out of court settlements, regulatory fines, cost to brand image
- *Regulatory implications:* regulatory investigations arising from customer complaints, e.g. Financial Ombudsman such as the Office of Gas and Electricity Markets (Ofgem) and Water Service Regulation Authority (known as Ofwat); potential closure of the organisation

AC1.8: Explain the advantages and limitations of offering compensation or replacement products and/or services

- *Advantages:* e.g. customer retention, enhanced reputation for resolving issues; positive media coverage
- *Limitations:* e.g. customers may still change supplier, increased costs, satisfactory resolution may not be known widely

Information for tutors

Suggested resources

Books

Cook S – *Complaint Management Excellence: Creating Customer Loyalty through Service Recovery* (Kogan Page, 2012) ISBN 9780749465308

Evenson R – *Customer Service Training 101* (2nd Edition), (Amacom, 2010) ISBN 9780814416419

Websites

www.instituteofcustomerservice.com – The ICS website provides information and guidance on many aspects of customer service, including how to handle customer complaints

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 the 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 main evidence collection methods for demonstrating achievement of learning outcome 2 are likely to be a combination of direct observation and professional discussion with the learner, supported by a review of relevant work products. The evidence collected can be based on situations where the learner is handling and resolving internal or external customer complaints, whether face to face, by email and/or by telephone.

Direct observation is suitable where the learner is handling customers' complaints face to face and/or by telephone, this would provide evidence for AC2.1, AC2.3 AC2.6 and AC2.7. The assessor can carry out the observation unobtrusively using professional discussion to evidence the knowledge underlying the performance being undertaken.

Product evidence seen during an observed performance or separately from observed performance should be evaluated and commented on by the assessor (e.g. emails, letters, spreadsheets, completed records, Word documents and database reports). These could be an alternative source of evidence for AC2.1, AC2.3, AC2.6 and AC2.7 in the instances where the interactions with customers are by email. They can also provide evidence for AC2.8.

The professional discussion could focus on providing evidence for AC2.4 and AC2.5 as well as for the knowledge and understanding underpinning the learner's performance. For example, for AC2.7, the learner could explain the rationale for the choice of options offered to customers. Similarly, for AC2.2 the learner could explain how they took ownership and personal responsibility for customers' complaints. The evidence for learning outcome 2 can be further supported by a witness testimony from an appropriate person in the workplace, for example for AC2.9 confirmation from a line manager that the learner has followed the correct organisational policies when dealing with customers' complaints.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion for learning outcome 2 and would give the learner the opportunity to link and apply their knowledge to their workplace activities as well ease the burden of assessment for both the assessor and the learner. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities, for example for AC1.2 the learner might use examples of complaints they have resolved to explain the reasoning behind a service review. An example for AC1.4 might be where the learner explains the negotiating techniques they have used in situations where customers were upset. Alternatively, evidence could be provided through the use of a reflective account, where the learner could address the underpinning knowledge and understanding requirements for learning outcome 2. Learners' responses or statements to meet the knowledge requirements must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

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 12: Gather, Analyse and Interpret Customer Feedback

Unit reference number: D/506/2170

Level: 3

Credit value: 5

Guided learning hours: 24

Unit summary

Gathering information about customers and their needs is an important and essential process for any business that wants to understand the needs of their customers.

This unit gives you the knowledge, understanding and skills to be able to gather and analyse customer feedback and interpret it to understand customers' requirements and how well those requirements are being met.

Successful organisations know their customers and can anticipate their needs and requirements. These organisations gather and use customer feedback systematically so that they can shape their services to meet the challenges that the business environment provides. Information about customers is also used by the organisation to develop and improve its customer service. The gathering, analysis and interpretation of customer feedback can be done in a variety of ways, some formal and some informal. Good customer information provides a sound basis for all customer service transactions.

In this unit you will learn how to identify and use appropriate data collection techniques for the purpose of customer service feedback analysis. You will be able to choose an appropriate survey method to gather customer feedback data, use different methods to analyse the data and finally, you will be able to interpret the analysis findings to help recommend customer service improvements.

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 gather, analyse and interpret customer feedback</p>	<p>1.1 Describe methods of collecting data for customer research</p> <p>1.2 Explain random sampling techniques used to collect data</p> <p>1.3 Explain how to evaluate bias in non-random samples</p> <p>1.4 Explain the principles of questionnaire design</p> <p>1.5 Assess the suitability of a range of techniques to analyse customer feedback</p> <p>1.6 Explain techniques used to monitor the quality of data collected</p> <p>1.7 Explain the use of software to record and analyse customer feedback</p> <p>1.8 Explain the validation issues associated with customer feedback</p> <p>1.9 Explain the importance of anonymising comments from customers who do not wish to be identified</p>
<p>2 Be able to plan the collection of customer feedback on customer service issues</p>	<p>2.1 Identify the objectives of collecting customer feedback</p> <p>2.2 Justify the reasons for selecting different data collection methods</p> <p>2.3 Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe</p>

Learning outcomes	Assessment criteria
<p>3 Be able to gather customer feedback</p>	<p>3.1 Collect customer feedback using the sampling frame identified in a customer service plan</p> <p>3.2 Record data in a way that makes analysis straightforward</p> <p>3.3 Verify that all data is handled in line with legal, organisational and ethical policies and procedures</p>
<p>4 Be able to analyse and interpret customer feedback to recommend improvements</p>	<p>4.1 Use data analysis methods to identify patterns and trends in customer feedback</p> <p>4.2 Use the findings of a data analysis to identify areas for improvement to customer service</p> <p>4.3 Present the findings of an analysis in the agreed format</p> <p>4.4 Recommend improvements in response to the findings of an analysis</p>

Unit amplification

AC1.1: Describe methods of collecting data for customer research

- *Customer research:* types, e.g. primary, secondary, qualitative, quantitative
- *Methods:* e.g. questionnaires, telephone surveys, customer panels, face to face interviews, focus groups, mystery shoppers, on-line surveys, social media

AC1.2: Explain random sampling techniques used to collect data

- *Random sampling:* definition of a sample population; probability sampling
- *Techniques:* sampling for population characteristics, e.g. all buyers of a certain product; sampling frame, e.g. an organised list of all members of a certain population; random number generation, e.g. using a computer program to generate a random number between say 1 and 1000; stratified sampling, e.g. reflecting the make-up of that population

AC1.3: Explain how to evaluate bias in non-random samples

- *Non-random sampling:* e.g. accidental, haphazard or convenience sampling; quota sampling; snowball sampling
- *Evaluating factors:* comparison to target population, selection bias, over representation and under representation of particular population groups, identifying non-responsive groups

AC1.4: Explain the principles of questionnaire design

- *Principles:* identifying the purpose of the questionnaire, e.g. survey objective; data collection methods; order of questions; length of questionnaire; question formats; how data will be processed; piloting questionnaires
- *Questionnaire design:* types of questions and responses, e.g. Likert Scales, Yes/No answers, multiple choice questions, numbered responses, open ended questions

AC1.5: Assess the suitability of a range of techniques to analyse customer feedback

- *Suitability:* e.g. survey objectives, format of customer feedback, use of survey outcomes
- *Techniques:* types, e.g. functional analysis to identify optimal target market by demographic; geographical analysis; statistical techniques to describe data to include: mean, mode and median, range, standard deviation

AC1.6: Explain techniques used to monitor the quality of data collected

- *Techniques:* data triangulation, investigator triangulation, theory triangulation, methodological triangulation, standardisation of results

AC1.7: Explain the use of software to record and analyse customer feedback

- *Computer Software:* e.g. spreadsheets, database, specialist data analysis software, e.g. Nvivo, Atlasti
- *Recording data:* e.g. coding results of a survey using qualitative data coding or quantitative data coding
- *Analysing data:* the process of inspecting, cleaning, transforming, and modelling data, using basic statistics of important variables, e.g. mean, mode and median, pictorial representations, e.g. scatter plots, correlations and association, cross-tabulations

AC1.8: Explain the validation issues associated with customer feedback

- *Validation issues:* internal validity of customer feedback, e.g. removal of bias; barriers to contacting survey respondents; correlation of results; comparison to the population being surveyed; sample size, e.g. larger sample increases generalisability of results

AC1.9: Explain the importance of anonymising comments from customers who do not wish to be identified

- *Anonymising:* e.g. increased participation, honesty of responses, privacy of respondents, complying with Data Protection Act 1998, avoid restricting access and publication

Information for tutors

Suggested resources

Books

Hayes B – *Measuring Customer Satisfaction and Loyalty: Survey Design, Use, and Statistical Analysis Methods* (3rd Edition), (ASQ Quality Press, 2008) ISBN 9780873897433

Hill N, Brierley J and McDougall R – *How to Measure Customer Satisfaction* (2nd Edition), (Gower Publishing, 2003) ISBN 9780566085956

Leland K and Bailey, K – *Customer Service for Dummies* (3rd Edition), (Wiley Publishing, Inc, 2006) ISBN 9780471768692

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 the 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 main evidence collection methods for demonstrating achievement of learning outcomes 2, 3 and 4 are likely to be a combination of observation, review of the learner's work products and professional discussion. For AC2.1 – AC2.3 the learner's work products may include planning notes (including the calculation of costs for data collection) and the plan and resources (e.g. questionnaire, interview questions) produced for the collection and analysis of data. Within the discussion, the learner could use these products as a basis for justifying different elements of the plan and how it will meet the customer focus objectives.

The evidence from observing the collection of customer feedback for learning outcome 3 should be supported by a discussion around the collected data (AC3.1 – AC3.3); the professional discussion could focus on the justification of how the data is recorded, how data collection was monitored to ensure compliance with the sampling frame and the rationale for the actions taken to verify compliance with the relevant policies and procedures.

The supporting evidence for AC4.1 – AC4.3 is likely to be work products that the learner has produced in the analysis and interpretation of the customer feedback; for example, for AC4.1 the learner might produce a report, graphs and/or tables based on the data that has been collected. It is essential that the work products can provide evidence of the learners understanding of the data analysis techniques that have been used and where this is not possible then the professional discussion should be used to demonstrate a sufficiency of knowledge. Witness testimony could also be used to support the learner's competence over time.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion for learning outcomes 2, 3 and 4 which would give the learner the opportunity to link and apply their knowledge to their workplace activities as well easing the burden of assessment for both the assessor and the learner. There are plenty of opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the assessment for the knowledge in AC1.1 – AC1.4 could be incorporated in the supporting professional discussion for the competence activities for AC2.1 – AC2.3. Similarly, the same approach could be applied for the knowledge in AC1.5 – AC1.9 in relation to the competence activities across the assessment criteria in learning outcomes 3 and 4. Alternatively, evidence could be provided through the use of a reflective account, where the learner could also address the underpinning knowledge and understanding requirements for learning outcomes 2, 3 and 4. Learners' responses or statements to meet the knowledge requirements must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

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 13: Monitor the Quality of Customer Service Interactions

Unit reference number: K/506/2172

Level: 3

Credit value: 5

Guided learning hours: 27

Unit summary

This unit gives you the knowledge, understanding and skills to be able to monitor and analyse customer service interactions. It will also help you understand how customer service can support and benefit an organisation.

Organisations are facing increased competition for their products and/or services now that customers can buy from suppliers located around the world using the Internet. Customer service can provide an edge to an organisation's service offer and it can make a difference to profit margins through repeat business and customer referrals. Building a business based on excellent customer service includes constantly monitoring the quality of customer service interactions to ensure the organisation maintains the required standard.

In this unit you will learn about different methods and techniques that can be used for monitoring the quality of customer service interactions and how they can identify possible improvements. You will be able to use these methods and techniques to maintain quality standards. You will be able to monitor, assess and feedback to colleagues on the quality of customer service interactions.

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 monitor the quality of customer service interactions</p>	<p>1.1 Describe techniques for monitoring the quality of customer service interactions</p> <p>1.2 Explain organisational procedures and guidelines for customer service delivery</p> <p>1.3 Explain the advantages and limitations of different methods for monitoring the quality of customer service interactions</p> <p>1.4 Explain how to construct a representative sample of customer service interactions for monitoring purposes</p> <p>1.5 Explain how data protection legislation applies to monitoring the quality of customer service interactions</p> <p>1.6 Explain how monitoring actions taken can identify possible improvements in customer service interactions</p> <p>1.7 Explain techniques to gather customer feedback</p>
<p>2 Be able to prepare to monitor the quality of customer service interactions</p>	<p>2.1 Identify the criteria against which the quality of customer service interactions will be monitored</p> <p>2.2 Specify a sampling frame that would provide information to meet monitoring objectives</p> <p>2.3 Select monitoring techniques that are capable of collecting the required information</p> <p>2.4 Ensure that staff and customers are made aware of the fact that they will be monitored</p>

Learning outcomes	Assessment criteria
<p>3 Be able to monitor the quality of customer service interactions</p>	<p>3.1 Monitor the quality of customer service interactions with minimal disruption to business</p> <p>3.2 Assess the quality of customer service interactions against agreed criteria</p> <p>3.3 Identify patterns and trends in colleagues' performance</p> <p>3.4 Give constructive feedback to colleagues on the quality of customer service interactions</p>

Unit amplification

AC1.1: Describe techniques for monitoring the quality of customer service interactions

- *Techniques:* formal feedback systems, e.g. customer comment cards, feedback facility on the organisations websites, silent monitoring phone calls, mystery shopper, post-contact customer survey; informal feedback collection, e.g. customer comments, repeat customers, referrals by customers to new customers

AC1.2: Explain organisational procedures and guidelines for customer service delivery

- *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 knowledge may include:*
 - o *procedures for customer service delivery* – different types, e.g. answering the telephone, confirming identity, resolving customer problems
 - o *guidelines* – e.g. returns policy, industry best practice, regulatory requirements

AC1.3: Explain the advantages and limitations of different methods for monitoring the quality of customer service interactions

- *Advantages*, e.g. ease of data collection, cost efficiency, ease of data analysis, reaching the correct customers, live feedback
- *Limitations*, e.g. cost, reaching a significant number of respondents, non-response of customers, sample bias

AC1.4: Explain how to construct a representative sample of customer service interactions for monitoring purposes

- *Representative samples:* random and non-random data collection methods; stratified sample; sampling for population characteristics; set up a sampling frame; using random number generation

AC1.5: Explain how data protection legislation applies to monitoring the quality of customer service interactions

- *Data Protection Act 1998:* purpose; guiding principles, e.g. key personnel involved with data protection, obtaining permission to contact customers, recording of telephone conversations, data that can be retained, security of customer service data, forms of electronic data to include emails, voice recordings, photos, CCTV recordings

AC1.6: Explain how monitoring actions taken can identify possible improvements in customer service interactions

- *Possible improvements:* e.g. identifies customer needs and expectations, identifies areas of weakness in service, influences policies and procedures, indicates if training or retraining of staff is necessary, improved service procedures, targeted improvement programmes

AC1.7: Explain techniques to gather customer feedback

- *Techniques:* e.g. questionnaires, telephone surveys, customer panels, face to face interviews, focus groups, mystery shoppers, on-line surveys, social media

Information for tutors

Suggested resources

Books

Hays B – *Measuring Customer Satisfaction and Loyalty: Survey Design, Use, and Statistical Analysis Methods* (3rd Edition), (ASQ Quality Press, 2008)
ISBN 9780873897433

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 the Skills the 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 learning outcome 2 will likely be a review of learner work products supported by professional discussion. Work products for AC2.1 to AC2.3 could include a written monitoring plan or planning notes detailing the proposed criteria for monitoring the service delivery, the monitoring techniques to be used and the agreed sampling frame. For AC2.4, work products could include communications sent to staff to inform them of the planned monitoring activities. These work products should be reviewed by the assessor and used as a basis for the professional discussion to evidence the learner's underpinning knowledge and understanding. For example, the learner could explain the process for identifying the monitoring criteria used (AC2.1) and the basis on which the monitoring techniques were selected for use (AC2.3).

Evidence for learning outcome 3, AC3.1 could be gathered from direct observation, work products and professional discussion to confirm the learner's depth and breadth of knowledge about how to monitor the quality of customer service interaction. For example, for AC3.2 the work products could be the learner's completed assessment of the quality of customer service interactions in their own work area (or their organisation) with a discussion around how the learner agreed the criteria for the assessment and how they ensured that the monitoring activities did not disrupt the business activities.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion for learning outcomes 2 and 3 which gives the learner the opportunity to link and apply their knowledge to their workplace activities, as well easing the burden of assessment for both the assessor and the learner. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the discussion could be based around the benefits of the particular monitoring activities used, the rationale and process for choosing the sampling frame used, how the Data Protection Act and organisational procedures were applied in carrying out the monitoring activities and how the outcomes of the monitoring activities will be used to improve the organisation's customer service.

Alternatively, evidence could be provided through the use of a reflective account, where the learner could also address the underpinning knowledge and understanding requirements for learning outcomes 2 and 3. Learners' responses or statements to meet the knowledge requirements must be at a sufficient depth and breadth to meet the level of demand of the operative verbs. As some of the assessment criteria refer to organisational requirements and procedures, witness testimony may be required.

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 14: **Develop a Customer Service Strategy**

Unit reference number: R/506/2960

Level: 4

Credit value: 6

Guided learning hours: 25

Unit summary

This unit gives you the knowledge, understanding and skills to be able to develop a customer service strategy that will meet the needs of the customers who buy or use an organisations products and/or services.

If organisations want to be consistently successful in customer service over a period of time, they need a customer service strategy. An organisation's intention to provide excellent customer service means talking and listening to their customers in order to understand their needs, anticipate their requirements and respond promptly to any problems. When developing an effective customer service strategy, it is important to gather a lot of information about the organisation, your customers and how to provide good customer service. Senior staff can contribute to this through their knowledge of the organisation's customers and their expertise in customer service. This contribution is also based on what they know of other organisations and published research into trends in customer service.

In this unit you will be able to develop a customer service strategy and understand its relationship to the overall business strategy in achieving the mission and aims of the organisation. You will analyse the value of customer loyalty and understand key features of a good customer service strategy and the development of an organisation's customer service strategy.

This unit does not assume you have full responsibility for your organisation's customer service strategy but that you take a major role in the development of strategy for a particular part of your 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 Understand the development of a customer service strategy</p>	<p>1.1 Explain the relationship between a customer service strategy and the organisation's overall business strategy</p> <p>1.2 Assess sources of information about customers and their expectations</p> <p>1.3 Analyse the value of customer loyalty</p> <p>1.4 Evaluate practices that can help build customer loyalty</p> <p>1.5 Explain the components of an effective customer service strategy</p> <p>1.6 Explain the relationship between customer expectations and the service offer as defined in the business strategy</p>
<p>2 Be able to develop a customer service strategy</p>	<p>2.1 Evaluate current thinking on good practice in customer service from research</p> <p>2.2 Identify organisational values, aims and objectives to be considered in developing the customer service strategy</p> <p>2.3 Assess the implications of legal and regulatory requirements, codes of practice and ethical considerations for customer service</p> <p>2.4 Develop a customer service strategy that is consistent with best practice and organisational values, aims and objectives</p> <p>2.5 Analyse the roles of those responsible for achieving different parts of the customer service strategy</p> <p>2.6 Specify mechanisms to evaluate the customer service strategy</p>

Learning outcomes	Assessment criteria
	<p data-bbox="810 282 1331 383">2.7 Evaluate the implications of a customer service strategy for the organisation</p> <p data-bbox="810 405 1331 506">2.8 Obtain approval for the customer service strategy from decision makers</p>

AC1.1: Explain the relationship between a customer service strategy and the organisation's overall business strategy

- *Customer service strategy:* definition; purpose, e.g. aligns customer focused activities across the organisation, details interactions with customers
- *Relationship with business strategy:* component plan of the strategic management plan, supports the implementation of business strategy, supports achievement of performance objectives through marketing orientation, customer acquisition, customer retention, customer extension, value creation

AC1.2: Assess sources of information about customers and their expectations

- *Primary sources:* e.g. questionnaires, electronic data collection, interviews, observation of customer behaviour
- *Secondary sources:* internal data, e.g. outcomes of organisation surveys; published data from external sources, e.g. government statistics, industry specific publications, consumer groups; internet
- *Assessing information sources:* issues of validity and reliability (credibility, accuracy, suitability for purpose, triangulation, reasonableness, relevance, currency)

AC1.3: Analyse the value of customer loyalty

- *Customer loyalty:* definition; related factors, e.g. relationship strength, availability of alternative products and/or services, persuasion and dissuasion factors, critical episodes and cost of switching
- *Value:* e.g. reduced operating costs, repeat business, increased customer retention rates, increased profitability, customer satisfaction improved organisational reputation, positive brand image

AC1.4: Evaluate practices that can help build customer loyalty

- *Key practices:* e.g. effective customer service procedures, established service recovery procedures, personalised service, providing product support, information and advice, targeted communications, added value schemes
- *Evaluation:* advantages and limitations of each

AC1.5: Explain the components of an effective customer service strategy

- *Components of service strategy:* service reliability, e.g. systems and procedures, staff behaviour and product expertise; service surprise, e.g. exceeding customer expectations; service recovery, e.g. service recovery plan, problem resolution procedures; service fairness, e.g. consistent and transparent policies, ethical behaviour
- *Measures of success* – targets, goals, Key Performance Indicators (KPIs), milestones e.g. current position versus targeted position

AC1.6: Explain the relationship between customer expectations and the service offer as defined in the business strategy

- *Service offer:* key features, e.g. pricing and range of products and/or services, unique to an organisation, value added benefits, service level agreements (SLAs)
- *Customer expectations:* definition (shaped by service offer, marketing materials and organisational reputation); results in customer retention and long-term customer relationships

Information for tutors

Suggested resources

Books

Dawar N – *Tilt: Shifting Your Strategy from Products to Customers* (Harvard Business Review Press, 2013) ISBN 9781422187173

Heppell M – *Five Star Service: How to Deliver Exceptional Customer Service* (2nd Edition), (Prentice Hall Business, 2010) ISBN 9780273734383

Hyken S – *Amazement Revolution: Seven Customer Service Strategies to Create an Amazing Customer (& Employee) Experience* (Greenleaf Book Group Press, 2011) ISBN 9781608321063

Linoff GS and Berry MJA – *Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management* (3rd Edition), (Wiley Publishing Inc, 2011) ISBN 9780470650936

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 the 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.

Learning outcome 2 involves the learner being able to develop a customer service strategy. The learner may not have full responsibility for their organisation's customer service strategy but they must demonstrate they have taken a major role in the development of the strategy for a particular part of their organisation. The resultant strategy, accompanied by evidence of the learner's research and methodology in developing/contributing to it and evidence of its approval from decision makers is likely to provide the core evidence for AC 2.1 – AC2.8.

Where the learner is contributing to the development of a strategy it is necessary to identify that contribution and how it meets the assessment criteria. Further supporting evidence could include, for example, communications to senior management about the positive and negative implications of a customer service strategy for the organisation or, approval of the customer service strategy (AC2.7, AC2.8).

Professional discussion or reflective account based around the learner's work products or any observations should be used to corroborate their competence and to meet aspects of an assessment criterion that may not be fully met by the work product evidence, for example evidence for AC2.2 could be a written statement that is the subject of a professional discussion/reflective account where the learner could reflect on the values, aims and objectives of the organisation.

A reflective account would be seen as an effective and efficient way of demonstrating achievement of learning outcome 1 whilst also ensuring there is sufficient depth and breadth to meet the cognitive level requirements of the assessment criteria. This evidence could be integrated into the learner's reflective account if used for learning outcome 2 and would provide the opportunity for the learner to link and apply their knowledge to their workplace activities. An example of such a link is AC1.5 and AC2.4.

Witness testimony and 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.

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 the development of a customer service social media strategy</p>	<p>1.1 Explain the role of social media within the organisation's customer service strategy</p> <p>1.2 Analyse the components and scope of a social media strategy and its links with other aspects of the organisation</p> <p>1.3 Explain the importance of marketing and brand values for the organisation's strategy</p> <p>1.4 Explain the functionality and features of external social media tools</p> <p>1.5 Analyse media management tools in relation to social networking</p> <p>1.6 Evaluate the way in which the organisation's use of social media contributes to business performance</p>
<p>2 Be able to develop a customer service social media strategy</p>	<p>2.1 Evaluate the factors affecting the development of a customer service social media strategy</p> <p>2.2 Assess the suitability of different methods of engaging customers using social media</p> <p>2.3 Analyse competitor presence and activity in social media</p> <p>2.4 Formulate a vision for a social media strategy that takes account of the organisation's operating environment and practical constraints</p> <p>2.5 Develop a strategy that is consistent with the organisation's overall business strategy and objectives and addresses identified risks</p> <p>2.6 Evaluate the extent to which existing organisational structures and processes are capable of delivering the strategy</p>

Learning outcomes	Assessment criteria
<p>3 Be able to promote the benefits of social media networking to customer service</p>	<p>3.1 Evaluate the benefits and drawbacks of using social media for dissemination purposes</p> <p>3.2 Analyse the benefits and consequences of social media engagement with customers</p> <p>3.3 Promote on-going dialogue with customers through social networking</p> <p>3.4 Act as a social media 'champion' within the organisation</p> <p>3.5 Analyse the risks attached to the use of social media</p>

Unit amplification

AC1.1: Explain the role of social media within the organisation's customer service strategy

- *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 roles may include:* providing customer support, promotion of products and/or services, external communications, customer relationship management, promote reputation and brand image, data collection, identifying customer trends

AC1.2: Analyse the components and scope of a social media strategy and its links with other aspects of the organisation

- *Components:*
 - o goals of a social media strategy, e.g. brand awareness, increased sales, strengthening customer loyalty, increase market share
 - o engagement, e.g. selling, providing information, commenting
 - o time spent on maintaining social media, e.g. constant monitoring, only when customers are on-line, 24 hour availability
 - o promotion of special deals to customers, e.g. what to promote, when to promote, seasonal promotions, holiday promotions
- *Scope:* developing an on-line presence through social media sites, identifying which sites to use and how the sites will be used, e.g. Facebook, Twitter, LinkedIn, Google+, YouTube; using specialist social media sites, on-line blogs

AC1.3: Explain the importance of marketing and brand values for the organisation's strategy

- *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 knowledge may include:*
 - o *importance* – how price, product, promotion, and place can be applied to build a social media strategy
 - o *using social media to build brand awareness* – brand targeting and promotion, website design to promote brand values, fulfilling customer expectations of the brand, building brand loyalty, awareness of the globalisation of brands, e.g. Coca-Cola, Adidas, Virgin Atlantic

AC1.4: Explain the functionality and features of external social media tools

- *External social media tools:* definition, i.e. software programmes that manage multiple social media websites, e.g. Facebook, Twitter, Pinterest; practical business use, e.g. communication and sharing of information, building a brand community, customer service, marketing
- *Functionality and features:* analytics, e.g. Google+ Metrics, Facebook Insights and Twitter; feedback function, e.g. comments, 'like'; multi-platform connectivity; key word search; reporting; filtering; tracking; monitoring

AC1.5: Analyse media management tools in relation to social networking

- Social Media management tools: range of tools, e.g. Buffer, HootSuite, IFTTT, TweetDeck, Sprout Social, Crowdbooster
- *Analysis to include:* features and functionality; benefits and limitations; suitability and uses in a customer service context

AC1.6: Evaluate the way in which the organisation's use of social media contributes to business performance

- *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.*
- *Contributions:* e.g. handling positive feedback from customers, handling negative feedback; general knowledge related to the use of social media may include; disseminating information about products and/or services; identifying buying trends; brand management; Image management

Information for tutors

Suggested resources

Books

Gray A – *Brilliant Social Media: How to Start, Refine and Improve Your Social Business Media Strategy (Brilliant Business)* (Pearson International, 2013)
ISBN 9781292001135

Macarthy A – *500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!* (CreateSpace Independent Publishing Platform, 2013)
ISBN 9781482014099

Macarthy A – *The Guide to Social Media Images for Business: How to Produce Photos, Pictures, Infographics, Memes, and Presentations That Inspire and Sell* (Andrew Macarthy, 2014) ASIN: B00LMMV0J0

Sterne J – *Social Media Metrics: How to Measure and Optimize Your Marketing Investment (New Rules Social Media Series)* (John Wiley & Sons, 2010)
ISBN 9780470583784

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 the 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 examining learner work products, supported by professional discussion and/or reflective account and witness testimony. Direct observation could be used however, opportunities may be limited.

Work products could include; the learner's devised social media strategy document (AC2.5), outputs of the learner's analyses and evaluation that supports the development of the social media strategy, e.g. analysis of competitor presence (AC2.3) or evaluation of factors affecting the development of a strategy and the capabilities of the organisation in delivering it (AC2.1, AC2.6); records evidencing the learner promoting and championing social media, e.g. e-mails, blogs, minutes of meetings, presentations (AC3.3 and AC3.4) and outputs of the learner's analyses and evaluation that evidences the benefits, drawbacks and risks associated with using social media to network with customers. Evidence from direct observation of the learner could come from the learner promoting the benefits to the organisation of using social media, perhaps through a presentation (AC3.3, AC3.4).

Evidence from any direct observation of the learner and their work products should be supported by professional discussion or reflective account to provide further evidence for the associated assessment criteria. This could focus on, for example, the learner's rationale for the vision formulated for the strategy (AC2.4) and the decision making involved in developing the social media strategy (AC2.5).

Witness testimony could also be used to support direct observation evidence and confirm the learner's competence over time, for example for AC3.3 and AC3.4.

Evidence to demonstrate achievement of learning outcome 1 might be a reflective account designed to meet all assessment criteria and applied to the learner's job role. This method would be the most efficient and effective way of meeting the cognitive requirements of the ACs. This evidence could be integrated into the learner's reflective account if used for learning outcomes 2 and 3 therefore providing the opportunity for the learner to link and apply their knowledge to their workplace activities. Learners' responses must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

There are good opportunities to relate the assessment of the knowledge requirements to the competence activities, for example, the learner could provide an analysis of the components of a social media strategy (AC1.2), indicating how it is consistent with the organisation's overall business strategy (AC2.5) and how the use of social media contributes to the organisation's overall business performance (AC1.6).

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 16:

Develop Customer Service Through Social Media

Unit reference number: H/506/2963

Level: 4

Credit value: 5

Guided learning hours: 16

Unit summary

Social media has become a powerful link between an organisation, its customers and potential customers. Customer engagement is a concern for all organisations and it is essential that a clear understanding of what social media can do to deliver customer service is created. This involves establishing and maintaining a presence on commonly used social media platforms, dealing with customers through those platforms so that a social media community is linked directly with each other and with the organisation.

In this unit you will learn to develop customer service through the use of social media. You will be able to identify the key performance measures to monitor the standard of customer service and to identify those elements that need to be improved to meet customers' expectations. You will be able to develop a plan to enhance customer service through the use of social media and measure the impact and effectiveness of the plan.

This unit is appropriate if your customer service role includes a full and active involvement with social media platform uses for customer service.

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 the use of social media for customer service</p>	<p>1.1 Assess the role of social media in achieving organisational objectives</p> <p>1.2 Describe how mainstream and niche social media platforms are used by customers</p> <p>1.3 Explain the legislation and regulations that affect the use of social media</p> <p>1.4 Explain the etiquette required when engaging customers via different social media platforms</p> <p>1.5 Explain how to establish key performance indicators (KPIs) to measure improvements in customer service performance</p>
<p>2 Be able to identify the scope for improvements to customer service through the use of social media</p>	<p>2.1 Identify social media platforms that are most likely to be used by the organisation's customers</p> <p>2.2 Identify developments within the organisation that could benefit from promotion through social media networks</p> <p>2.3 Analyse how the organisation and its competitors use social media</p> <p>2.4 Develop profiles of how customers and potential customers use social media</p> <p>2.5 Define improvements to customer service that could be achieved through the organisation's use of social media</p> <p>2.6 Specify objectives and organisational policy for participating in social media networks</p>

Learning outcomes	Assessment criteria
<p>3 Be able to develop customer service provision through social media networks</p>	<p>3.1 Develop a plan for the enhanced use of social media to deliver customer service based on analyses of data gathered and profiles</p> <p>3.2 Allocate responsibilities for making improvements to customer service through the use of social media</p> <p>3.3 Develop procedures for providing customer service to customers via social media networks in line with organisational guidelines</p> <p>3.4 Measure the impact and effectiveness of the use of customer service through social media networks against agreed criteria</p>

Unit amplification

AC1.1: Assess the role of social media in achieving organisational objectives

- *Social media*: types, e.g. social networks, bookmarking sites, micro blogging, media sharing
- *Role*: e.g. communication and engagement with customers, optimising and targeting marketing effort, generating sales and revenue, educating and empowering customers, brand management at local, national and international levels

AC1.2: Describe how mainstream and niche social media platforms are used by customers

- *Mainstream media platforms*: generic, wide audience, large, e.g. Facebook, Twitter, YouTube, Google+, Flickr
- *Niche media platforms*: specific, focused, narrow audience, e.g. LinkedIn, LegalOnRamp
- *Use by customers*: e.g. researching organisations, researching products and/or services (reviews, quality, price, availability), communicating and sharing views and opinions about products and/or services (positive, negative)

AC1.3: Explain the legislation and regulations that affect the use of social media

- *Legislation*: Data Protection Act 1998, Protection from Harassment Act 1997, Defamation Act 2013, Malicious Communications Act 1988
- Sites based outside the UK must abide by the laws of the host country
- *Regulations*: e.g. Advertising Standards Authority (ASA) Code of Practice, The Copyright and Rights in Performances (Quotation and Parody) Regulations 2014

AC1.4: Explain the etiquette required when engaging customers via different social media platforms

- *Engagement*: types, e.g. posts, messages, responding to queries and/or complaints, asking questions, requesting feedback, sharing information,
- *Etiquette*: tone of voice, e.g. formal/informal, positive, polite; focus of message; frequency and length of messages; timeliness of response; professional and factual information; spelling and grammar; use of jargon; sharing and/or crediting/endorsing products and/or services

AC1.5: Explain how to establish key performance indicators (KPIs) to measure improvements in customer service performance

- *Key Performance Indicators (KPIs)*: qualitative or quantitative, e.g. mentions on Facebook, Twitter, Google+, LinkedIn; referrals from social media sites, fan/follower data, active followers, sharing/re-sharing of content, click through rates, mentions
- *Establishing Key Performance Indicators*: considerations, e.g. goals of the organisation, customer service targets, SMART targets, measuring tools

Information for tutors

Suggested resources

Books

Blanchard O – *Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization*, (QUE, 2011) ISBN 9780789747419

Lovett J – *Social Media Metrics Secrets*, (John Wiley & Sons, 2011)
ISBN 9780470936276

Macarthy A – *500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!* (CreateSpace Independent Publishing Platform, 2013)
ISBN 9781482014099

Websites

www.dreamgrow.com – Dreamgrow is a social media and internet marketing website that provides a long list of social media key performance indicators that can be used by organisations to measure the success of their social media strategy.

www.lawsociety.org.uk – The Law Society provides advice and guidance to solicitors throughout the UK. It has a useful briefing note on the use of social media by lawyers that can be used as a guide for non-legal people as well.

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 the 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 outcome 2 and 3 is likely to come from examining learner work products, supported by professional discussion and witness testimony. Examples of work products could include; a list of social media platforms identified as most likely to be used by the organisation's customers (AC2.1), emails to colleagues, letters or minutes of meetings indicating what improvements could be made by using social media could provide evidence of AC2.2 and AC2.5. The learner's social media plan (AC3.1) based on the analysis of data and profiles collected for AC2.4 and could also include evidence that would also support AC3.2 and AC3.3. In addition, the learner's developed procedures could provide evidence to meet AC3.3. Reports, including, for example, a competitor analysis could also be used (AC2.3), or, a report that has collected data from social media sites and compared the results against criteria that have been previously agreed could provide evidence for AC3.5.

Evidence from the learner's work products should be supported by professional discussion to evidence the learner's underlying knowledge and understanding, for example for AC3.4, to demonstrate that the measures used are testing the effectiveness of the social media networks and are providing meaningful information that can be used to support decision making. Alternatively, a reflective account could be used in a similar manner to complement the evidence from work products.

Witness testimony could also be used to confirm the learner's competence over time and provide supporting evidence for where the learner has to evidence achievement in line with organisational guidelines/criteria, e.g. AC3.3 and AC3.4.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion for learning outcomes 2 and 3 therefore providing the opportunity for the learner to link and apply their knowledge to their workplace activities as well easing the burden of assessment for both the assessor and the learner. Alternatively, evidence could be provided through the learner's reflective account. There may be opportunities to link competence and knowledge evidence, for example the plan developed for AC3.1 might be the subject of a professional discussion that could include AC1.2 and how customers use social media to contact the organisation. A further example might be where the customer profiles developed for AC2.4 may be affected by legal matters (AC1.3).

Learners' responses must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

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 17: Encourage Learning and Development

Unit reference number: M/506/1962

Level: 4

Credit value: 3

Guided learning hours: 16

Unit summary

In this unit you will learn the principles of learning and development and the importance of this function in the human resources process to support the overall organisational strategy. You will understand that learning is complex and explore the theories of organisational learning and the learning organisation, with a focus on the fact that learning is a continuous process, not a set of discrete training activities.

You will have the opportunity to support individuals in identifying their current and likely future learning and development needs from a range of information sources and provide opportunities for them to apply their learning. As a result of this you will develop your understanding of the relationship between the learning and development function and whole organisational needs.

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 the principles of learning and development</p>	<p>1.1 Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs</p> <p>1.2 Analyse the advantages and limitations of different learning and development methods</p> <p>1.3 Explain how to identify individuals' learning and development needs</p> <p>1.4 Evaluate the role of self-reflection in learning and development</p>
<p>2 Be able to support individuals' learning and development</p>	<p>2.1 Promote the benefits of learning to people in own area of responsibility</p> <p>2.2 Support individuals in identifying their current and likely future learning and development needs from a range of information sources</p> <p>2.3 Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs</p> <p>2.4 Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan</p> <p>2.5 Create an environment that encourages and promotes learning and development</p> <p>2.6 Provide opportunities for individuals to apply their developing competence in the workplace</p>

Learning outcomes	Assessment criteria
<p>3 Be able to evaluate individuals' learning and development</p>	<p>3.1 Analyse information from a range of sources on individuals' performance and development</p> <p>3.2 Evaluate the effectiveness of different learning and development methods</p> <p>3.3 Agree revisions to personal development plans in the light of feedback</p>

Unit amplification

AC1.1: Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs

- *Terminology:* Continuing Professional Education (CPE); Continuing Personal and Professional Development (CPPD), e.g. guiding choices, identifying the abilities and skills required for progression
- *Purpose of CPD:* review existing individual knowledge and skills; evaluating personal experiences; identifying need for updating of skills and knowledge e.g. requirements of professional bodies and organisation; employment or contractual requirement
- *Types of learning:* organisational learning, learning organisation; nature of learning; knowledge management; importance, e.g. contribution to achieving organisation's objectives; designed to achieve improvements in corporate, functional, team and individual performance

AC1.2: Analyse the advantages and limitations of different learning and development methods

- *Learning and Development (L&D):* progression opportunities e.g. new learning, alternative routes towards new skills; choice of methods, e.g. on job training, off job training, self-directed learning, planned experience, work shadowing, coaching, interactive computer based package, learning, course attendance
- *Factors affecting options available:* acceptability, location, access, internal and external resource availability, cost
- *Indicators:* labour turnover, productivity measures, quality improvements, performance indicators, e.g. sales figures, customer service feedback

AC1.3: Explain how to identify individuals' learning and development needs

- *Analysis methods:* e.g. initial assessment, skills matrix, competency assessment, critical incident technique, job learning analysis, assessment centres, appraisal, interviewing questioning and listening, self-assessment, 360° feedback

AC1.4: Evaluate the role of self-reflection in learning and development

- *Self-reflection*: theories and concepts of reflective practice, e.g. Honey & Mumford Learning Styles, Murphy's new situation awareness; analysing, evaluating relevance, identifying learning to apply to new experience
- *Methods*: reflective journal, self-assessment, evaluating learning and development activity, skills audit, training needs analysis, appraisal, SWOT analysis (strengths, weaknesses, opportunities, threats), organisation questionnaire on attitudes and practice; opportunities e.g. before or at start of new experience, on-going, 'Eureka' moments, when things go wrong, at end of experience, when required to do so

Information for tutors

Suggested resources

Books

Beevers, K., Rea, A. – *Learning and Development Practice (2nd edition)* (Chartered Institute of Personnel and Development, 2013) ISBN 9781843983460

BPP Learning Media – *Business Essentials Human Resource Development and Employee Relations (BPP Learning Media, 2013)* ISBN 9781445368375

Harrison, R. – *Learning and Development (5th edition)* (Chartered Institute of Personnel and Development, 2009) ISBN9781843982166

Websites

www.cipd.co.uk – the Chartered Institute of Personnel and Development website offers resource and information relating to human resource practices and learning and development

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 the 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence to achieve this unit should come from the learner's work activities in a management and leadership role where they have responsibility for the learning and development of their team or direct reports.

Evidence to demonstrate achievement of learning outcomes 2 and 3 is likely to come from a combination of reviewing the learner's work products, witness testimony and professional discussion or reflective account. The learner's work products could include communications or meeting minutes as a record of promoting the benefits of learning to people within their area of responsibility (AC2.1), appropriately anonymised personal development plans from within their area of responsibility, evidencing where learning objectives, activities, review mechanisms and success criteria have been agreed (AC2.4) and analysis records documenting where the learner has analysed information from a range of sources on individuals' performance and development, again within their area of responsibility (AC3.1). The work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion, the learner could comment on the process for supporting individuals in identifying their current and likely future learning and development needs from a range of information sources (AC2.2), different learning and development methods used to support individuals' learning and development, the advantages and limitations of each and how to evaluate how effective they are (AC3.2) and the process for agreeing revisions to individuals' personal development plans following feedback received (AC3.3). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from colleagues and the line manager should also be used to confirm that the learner has consistently met the requirements over a period of time, as well as met organisational requirements.

Evidence to confirm achievement of learning outcome 1 would best come from a reflective account. If a reflective account is used for learning outcomes 2 and 3, then it would be best to integrate assessment of this learning outcome, giving the learner the opportunity to link and apply their knowledge to workplace activities. For example, the learner could assess the role of continuous professional development in terms of how they have used it in the learning and development process for their direct line reports (AC1.1). In a similar manner, the learner could analyse the advantages and the limitations of the learning and development methods they have used and comment on how they could improve on their practice in the future (AC1.2). The learner's reflective account to meet the requirements of AC1.1 to AC1.4 must be in sufficient depth and breadth to meet the level of demand of the operative command verbs.

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

Unit 18: Initiate and Implement Operational Change

Unit reference number: T/506/1980

Level: 4

Credit value: 4

Guided learning hours: 19

Unit summary

In this unit you will learn how to plan, manage and evaluate the effectiveness of operational change. Developing a clear plan and involving others in the process through explaining the reasons for the change will reduce the likelihood of any resistance.

You will examine your organisations' current position in the market in which it works, relevant to the operational change. You will also learn about the different concepts, tools and models used to manage operational change and their strengths and weaknesses. This will help you to understand the relationship between transformational and transactional change, and theory and application of the change/performance curve.

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 the implementation of operational change</p>	<p>1.1 Explain sources of information indicating the need for change</p> <p>1.2 Analyse the advantages and limitations of different project and change management techniques</p> <p>1.3 Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management</p>
<p>2 Be able to plan for operational change</p>	<p>2.1 Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources</p> <p>2.2 Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives</p> <p>2.3 Provide colleagues with the support needed to implement operational change</p>
<p>3 Be able to manage operational change</p>	<p>3.1 Implement the change plan within the agreed timescale using available resources</p> <p>3.2 Assess the significance of deviations from the change plan</p> <p>3.3 Address interdependency issues and tensions that affect the achievement of change objectives</p> <p>3.4 Assess the value and risks of unintended outcomes from operational change</p> <p>3.5 Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken</p>

Learning outcomes	Assessment criteria
<p>4 Be able to evaluate the effectiveness of operational change</p>	<p>4.1 Evaluate the effectiveness of operational change</p> <p>4.2 Identify areas for improvement, justifying conclusions and recommendations with evidence</p> <p>4.3 Communicate to stakeholders the lessons learned from the change</p>

Unit amplification

AC1.1: Explain sources of information indicating the need for change

- *Sources:* internal, e.g. SWOT analysis (strengths, weaknesses, opportunities, threats; external, e.g. PESTLE analysis (political, economic, social, technological, legal, environmental)
- *Types of change:* e.g. processes or procedures, outsourcing, corporate mission or objectives, development of new products, market forces

AC1.2: Analyse the advantages and limitations of different project and change management techniques

- *Change management models:* e.g. John P Kotter's eight steps to successful change, Kübler-Ross Five Stage Transition Cycle, Prosci's ADKAR Model, Kurt Lewin's Change Management model
- *Project management techniques:* e.g. project work plans; charting, e.g. Gantt, Load; analysis, e.g. PERT, critical paths; risk management logs; dependencies, responsibilities

AC1.3: Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management

- *Evaluating change:* importance, e.g. assess the effectiveness of change management, keep the change process moving; techniques, e.g. Key Performance Indicators (KPIs), success criteria, Kubler-Ross change performance curve

Information for tutors

Suggested resources

Books

Carnall, C., Todnem By, R. – *Managing Change in Organisations* (Pearson, 2014) ISBN 9780273736417

Nokes, S., Kelly, S. – *The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget (2nd edition)* (Financial Times/Prentice Hall, 2007) ISBN 9780273710974

Websites

www.apm.org.uk – the Association for Project Managers website which provides project management resources. Membership is required for full access.

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 the 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence to achieve this unit should come from the learner's work activities in initiating and implementing operational change as a part of the management role. Evidence to demonstrate achievement of learning outcomes 2, 3 and 4 is likely to come from a combination of reviewing the learner's work products, witness testimony and professional discussion or reflective account.

The learner's work products could include copies of operational plans which the learner has developed, ensuring that it includes SMART objectives and resources (AC2.1), meeting minutes detailing where they have briefed colleagues on their roles, responsibilities and change objectives in the process of planning for operational change (AC2.2), and communications or reports evidencing where the learner has informed stakeholders of any unforeseen obstacles or problems and actions that have been taken, during the process of managing operational change (AC3.5). The work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion, the learner could comment interdependency issues and tensions that affected the achievement of change objective and the process for addressing these whilst managing operational change (AC3.3) and the criteria used for evaluating the effectiveness of operational change within their organisation (AC4.1). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from colleagues and the line manager should also be used to confirm that the learner has consistently met the requirements over a period of time, as well as met organisational requirements.

Due to the cognitive demand of the assessment criteria in learning outcome 1, the evidence to confirm achievement would best come from a reflective account. If a reflective account is used for learning outcomes 2, 3 and 4, then it would be best to integrate the assessment of this learning outcome, giving the learner the opportunity to link and apply their knowledge to workplace activities. For example, the learner could reflect on different project and change management techniques which they have utilised in the process of operational change, how they have applied these and what the advantages and limitations of each was (AC1.2). The learner's reflective account to meet the requirements of AC1.1 to AC1.3 must be in sufficient depth and breadth to meet the level of demand of the operative command verbs.

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

Unit 19: Manage a Project

Unit reference number: R/506/1999

Level: 4

Credit value: 7

Guided learning hours: 38

Unit summary

In this unit you will learn how to plan and manage a project and evaluate its effectiveness. You will gain an understanding of project management principles, methodologies and tools and techniques that may be used in any business.

You will develop an understanding of what constitutes a project, the skills needed to plan the activities needed to carry out the project, including how to carry out a cost-benefit analysis and risk assessment, and how to conduct project reviews. You will also understand how the project fits into the organisational 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 the management of a project</p>	<p>1.1 Explain how to carry out a cost-benefit analysis for a project</p> <p>1.2 Evaluate the use of risk analysis techniques</p> <p>1.3 Evaluate project planning and management tools and techniques</p> <p>1.4 Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources</p> <p>1.5 Analyse the requirements of project governance arrangements</p>
<p>2 Be able to plan a project</p>	<p>2.1 Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work</p> <p>2.2 Agree the objectives and scope of proposed projects with stakeholders</p> <p>2.3 Assess the interdependencies and potential risks within a project</p> <p>2.4 Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan</p> <p>2.5 Develop proportionate and targeted plans to manage identified risks and contingencies</p> <p>2.6 Apply project lifecycle approaches to the progress of a project</p>

Learning outcomes	Assessment criteria
<p>3 Be able to manage a project</p>	<p>3.1 Allocate resources in accordance with the project plan</p> <p>3.2 Brief project team members on their roles and responsibilities</p> <p>3.3 Implement plans within agreed budgets and timescales</p> <p>3.4 Communicate the requirements of the plans to those who will be affected</p> <p>3.5 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks</p> <p>3.6 Keep stakeholders up to date with developments and problems</p> <p>3.7 Complete close-out actions in accordance with project plans</p> <p>3.8 Adhere to organisational policies and procedures, legal and ethical requirements when managing a project</p>
<p>4 Be able to evaluate the effectiveness of a project</p>	<p>4.1 Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources</p> <p>4.2 Evaluate the effectiveness of capturing and managing project-related knowledge</p> <p>4.3 Report on the effectiveness of plans</p>

AC1.1: Explain how to carry out a cost-benefit analysis for a project

- *Project management*: business case; stages in project life cycle, i.e. initiation, planning, execution, closure and evaluation; roles and responsibilities, e.g. project manager, project sponsor, project team members
- *Cost-benefit analysis*: definition (appraisal technique); purpose, e.g. assessing costs and benefits to determine the rate of return, evaluate project outcomes; analysis process including, identifying costs (physical and human resources, time) and benefits (tangible and intangible revenues) over project lifetime, allocating monetary value to costs and benefits, comparing value of costs and benefits; breakeven points; payback period

AC1.2: Evaluate the use of risk analysis techniques

- *Risk analysis*: qualitative techniques, e.g. probability and impact matrix (low, high rating), risk urgency assessment, risk categorisation, expert judgement; quantitative techniques, e.g. schedule risk analysis, sensitivity analysis, severity assessment, modelling and simulation; use of documentation, e.g. risk log

AC1.3: Evaluate project planning and management tools and techniques

- *Project management tools and techniques*: e.g. checklists/activity lists; project work plans; charting, e.g. Gantt Load; analysis, e.g. PERT, critical paths; risk management logs; dependencies, responsibilities

AC1.4: Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources

- *Impact of changes*: contingency plans e.g. increase resources, change methods; degree to which critical success factors are met; achievement of performance measures; positive outcomes; negative outcomes; implications i.e. internal, external; potential future developments, e.g. short term, long term

AC1.5: Analyse the requirements of project governance arrangements

- *Governance*: definition – set of policies, regulations, functions, processes, procedures and responsibilities that define establishment, management and control of projects, programmes and portfolios; principles of project governance
- *Three pillars of project governance*: structure (committee or steering group structure including stakeholder and user groups); people (role of sponsor relating to project manager and stakeholders); information (reports, issues, risks); roles and responsibilities

Information for tutors

Suggested resources

Books

Horine, G. – *Project Management Absolute Beginner's Guide (3rd edition)* (QUE Publishing, 2012) ISBN 9780789750105

Nokes, S., Kelly, S. – *The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget (3rd edition)* (FT Publishing International, 2014) ISBN 9780273756378

Williams, M. – *The Principles of Project Management* (SitePoint, 2008) ISBN 9780980285864

Websites

www.apm.org.uk – the Association for Project Management website, providing articles on project management and information for practitioners on training and qualifications

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 the 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence to achieve this unit should come from the learner's work activities in managing projects.

Evidence to demonstrate achievement of learning outcomes 2, 3 and 4 is likely to come from a combination of reviewing of learner's work products, witness testimony and professional discussion or reflective account. The learner's work products could include a project plan and related documentation which they have developed that clearly shows agreed SMART objectives and KPIs, project members' roles and responsibilities, governance structure, tasks and activities to be completed, reporting structure and format, flow of activities and dependencies, evaluation mechanisms and risk mitigation plans. Product evidence could also include minutes from project meetings, relevant communications to project team members, risk logs and reports detailing the effectiveness of plans (AC2.2 – AC2.4, AC3.2 and AC4.3). The assessor should review the work products and use them to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion the learner could discuss how they agreed the objectives and scope of the projects with stakeholders and the importance of doing this, the process for assessing the interdependencies and identifying potential risks and the rationale for the targeted mitigation plans for these risks (AC2.2, AC2.3 and AC2.5). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from colleagues and the line manager should also be used to confirm that the learner has consistently met the organisational requirements and that the project planning and management was effective, appropriate and aligned to organisational strategies and priorities, (AC2.1, AC3.6 and AC3.8).

Evidence to demonstrate achievement of learning outcome 1, would best come from a reflective account due to the cognitive demand of the assessment criteria. If a reflective account is used for learning outcomes 2, 3 and 4, then it would be best to integrate the assessment of this learning outcome, giving the learner the opportunity to link and apply their knowledge to workplace activities. For example, the learner could reflect on how they carried out a cost-benefit analysis for a project, risk analysis techniques which they have used and the advantages and limitations of these and an evaluation of how changes impacted upon project scope, schedule, finance, risk, quality and resources of the project they were managing (AC1.1, AC1.2 and AC1.4). The learner's reflective account must be in sufficient depth and breadth to meet the requirements of the operative command verbs in AC1.1 to AC1.5.

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

Unit 20:

Manage Business Risk

Unit reference number: L/506/2004

Level: 4

Credit value: 6

Guided learning hours: 27

Unit summary

Every organisation will face risks and each risk could be a potential threat to their success. Managing business risks is the process of identifying threats and then effectively implementing activities to manage or reduce the impact of the threats. This involves reviewing the business processes, identifying any potential threats and the consequences and then taking appropriate actions to address the potential threat.

In this unit you will gain an understanding of the potential risks which could have an impact on organisations and the processes which could be implemented to identify the consequences and effect of the potential risk. You will gain an understanding of the processes which could be implemented to mitigate the business risks. You will be responsible for identifying potential risks for your organisations and in assessing the consequence of these risks. You will have the opportunity to develop risk management plans, monitor on-going risk related developments and to evaluate the effectiveness of the actions taken.

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 the management of business risk	1.1 Explain what is meant by business risk 1.2 Analyse business risk identification theories and models 1.3 Explain measures and techniques to mitigate business risk 1.4 Explain their own level of authority in managing risk
2 Be able to address business risk	2.1 Monitor work in line with organisational risk procedures 2.2 Identify potential risks using agreed risk criteria 2.3 Assess identified risks, their potential consequences and the probability of them happening 2.4 Communicate to stakeholders the likelihood of the risk occurring and its potential consequences 2.5 Explain organisational business risk management policies
3 Be able to mitigate business risk	3.1 Develop risk management plans and processes that are proportionate to the risk and the available resources 3.2 Implement risk management plans in accordance with organisational requirements 3.3 Monitor on-going risk-related developments and amend plans in the light of changing circumstances 3.4 Keep stakeholders informed of any developments and their possible consequences 3.5 Evaluate the effectiveness of actions taken, identifying possible future improvements

AC1.1: Explain what is meant by business risk

- *Business risk*: definition; relationship between risk and probability; different types of business risks, i.e. strategic risks, compliance risks, financial risks, operational risks, reputational risks; emerging risks, e.g. cyber risks, environmental liability
- *Influencing factors*: internal factors; external factors; factors out of the control of the business; factors controllable by the business; increased business costs, increased competitors or competitor activity, changes in the economic climate, new UK and EU legislation or regulations

AC1.2: Analyse business risk identification theories and models

- *Techniques for identifying business risks*: e.g. risk analysis, risk management planning, business impact analysis, cost benefit analysis
- *Models for identifying risks*: SWOT analysis for identifying internal, external factors; PESTLE analysis, key external factors which impact on a business; SLEPT analysis, the social, legal, economic, political, technological influences; decision trees; Monte-Carlo technique, Delphi model

AC1.3: Explain measures and techniques to mitigate business risk

- *Risk management*: assessing and prioritising risks; analysing impact and consequences; level of risk, low, medium, high; implementing appropriate processes, methods and tools to manage risks; monitoring and reviewing processes
- *Reducing risks*: implement quality processes; mitigation strategies, e.g. avoidance, acceptance, transference, control

AC1.4: Explain their own level of authority in managing risk

- *The knowledge to meet this AC depends on the particular organisational context and the learner's role in that context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Level of authority*: roles; responsibilities; accountability

Information for tutors

Suggested resources

Books

Boddy, D. – *Management: An Introduction, 5th Edition* (Financial Times/Prentice Hall, 2010) ISBN 9780273738961

British Standards Institution (BSI) – *BS ISO 31000: Risk Management – Principles and Guidelines* (BSI, 2009) ISBN 9780580675713

Dallas, M. – *Value and Risk Management - A Guide to Best Practice* (Blackwell, 2006) ISBN 9781405120692

Slack, N. et al – *Operations Management 6th Edition* (FT Prentice Hall, 2009) ISBN 9780273731603

Websites

europa.eu – the European Union website provides information on current EU legislation

www.gov.uk – the Government Services and Information website, where information on risk management can be found

www.hse.gov.uk – the Health and Safety Executive website which provides information on risk assessments

www.infoentrepreneurs.org – this website provides information on potential risks and risk management

www.managementhelp.org – this website provides a range of materials on risk management

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 the 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To provide the evidence for this unit the learner will need to be involved in the process for identifying and managing business risks. The evidence to demonstrate achievement of all learning outcomes is likely to come from a combination of learner work products, professional discussion or reflective accounts and witness testimonies.

For learning outcome 1 the evidence could be provided in a professional discussion or a reflective account which explains what is meant by business risk and the measures and techniques to mitigate business risk AC1.1, AC1.3. Work products such as reports, emails or letters could be used to provide evidence for AC1.1, AC1.3 but must be in sufficient depth to satisfy the command verb of explain. A reflective account could be used to analyse the business risk identification theories and models (AC1.2). For AC1.4 the learner will need to explain in a professional discussion or a reflective account the level of authority they have in managing risk within their organisation.

For learning outcome 2 the learner could use witness testimonies from their line manager or colleagues, which show how they have monitored work in line with organisational risk procedures (AC2.1). Work products such as reports, letters or emails supported by witness testimonies could provide evidence on how the learner has identified potential risks using the agreed risk criteria and assessed the identified risks, their potential consequences and the probability of them happening (AC2.2 and AC2.3). Copies of written communication appropriately anonymised, to stakeholders on the likelihood of the risk, the potential consequences, any developments and the consequences would provide evidence for AC2.4 and AC3.4. A professional discussion or a reflective account could be used to explain the organisational business risk management policies (AC2.5).

For learning outcome 3 the learner will need to develop and implement risk management plans and processes that are appropriate for the risk, the available resources and in accordance with organisational requirements. The evidence for AC3.1 and AC3.2 will be copies of the risk management plans supported by witness testimonies from line manager or colleagues. For AC3.3 the learner will need to provide evidence that they have monitored and, where relevant, amended the risk management plans. A professional discussion or a reflective account could be used to evaluate the effectiveness of the actions taken and to identify possible areas for improvement (AC3.5).

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

Unit 21: **Support Environmental Sustainability in a Business Environment**

Unit reference number: R/506/1954

Level: 4

Credit value: 4

Guided learning hours: 38

Unit summary

Sustainability and environmental issues are a growing concern for businesses. The impact of business activity on the environment and corporate behaviour has resulted in organisations exercising responsibility by integrating their operations with social and environmental concerns. Waste reduction and resource efficiency are important environmental issues to be addressed and organisations need to implement policies, procedures and audits to manage the impact and damage of work practices on the business environment.

In this unit you will investigate management of sustainability and the management of environmental issues within the context of a business organisation. You will demonstrate your understanding of the main concepts, environmental standards and legislation that apply to a business environment which minimise environmental impact and meet the requirements of Duty of Care. You will demonstrate understanding of the importance of corporate social responsibility (CSR) and how this can be applied to promote and improve organisational environmental sustainability initiatives and targets within the organisation and the wider community. You will demonstrate effective techniques to evaluate sustainable working practices and develop a culture of commitment to environmental sustainability.

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 the principles supporting environmental sustainability in a business environment</p>	<p>1.1 Describe current legislation in relation to environmental sustainability in a business environment</p> <p>1.2 Explain government incentives that support environmental sustainability in a business environment</p> <p>1.3 Analyse the relationship between environmental sustainability and corporate social responsibility</p> <p>1.4 Explain the health and safety considerations for environmental sustainability and waste management</p> <p>1.5 Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures</p>
<p>2 Be able to implement best practice in environmental sustainability in a business environment</p>	<p>2.1 Identify the environmental standards that are relevant to an organisation</p> <p>2.2 Evaluate the impact of an organisation's business on its environment</p> <p>2.3 Promote a culture of efficient consumption of energy in line with an organisation's energy management policies</p> <p>2.4 Establish procedures to minimise waste and maximise the recycling of materials</p> <p>2.5 Establish procedures to meet hazardous waste regulations</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment</p>

AC1.1: Describe current legislation in relation to environmental sustainability in a business environment

- *Environmental sustainability*: definition; managing waste and recycling; using sustainable resources; reducing carbon footprint; improving work activities and production processes; pollution; monitoring impact of activities; identifying improvements
- *Current Legislation*: e.g. Environment Protection Act 1990; Duty of Care; handling, transporting and disposing of waste, e.g. hazardous and non-hazardous waste; Licensed Waste Contractors; Waste Electrical and Electronic Equipment Regulations 2006, Packaging Waste Regulations 2007; building regulations

AC1.2: Explain government incentives that support environmental sustainability in a business environment

- *Government incentives*: tax relief schemes, e.g. landfill; feed-in tariffs, e.g. renewable energy; grants, e.g. energy efficiency finance, motoring and transport, low carbon technologies

AC1.3: Analyse the relationship between environmental sustainability and corporate social responsibility

- *Corporate social responsibility*: definition; how organisations integrate social and environmental concerns into business operations; corporate governance; stakeholder and community engagement; human rights; 'green' initiatives; importance of ethical codes of practice, e.g. in sales and marketing, intellectual property; role and responsibility of the facilities manager, e.g. energy awareness training and signage, publishing initiatives, targets and results
- *Relationship*: commitment, e.g. environmental sustainability policies; environmental sustainability strategies; organisation values; reporting and disclosure

AC1.4: Explain the health and safety considerations for environmental sustainability and waste management

- *Waste management*: waste types, e.g. hazardous, non-hazardous; reusing and recycling; handling waste, e.g. protective clothing; disposal
- *Health and safety considerations*: current legislation; legal compliance; people, e.g. culture, commitment, training and development; environment, e.g. internal, external, ventilation, light, noise; equipment and machinery; accident prevention; fire protection

AC1.5: Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures

- *Techniques:* environmental standards, e.g. ISO14001, Eco-Management Audit System (EMAS); Energy Efficiency Scheme; integration of standards with wider management systems; environmental review; environmental strategies and planning; benchmarking; internal audit and compliance
- *Management systems:* methods and systems of waste and energy management, e.g. using suitable tools, materials and equipment, setting targets, regular maintenance of equipment, re-use and recycling; benefits and methods of waste reduction; minimising risk of waste disposal to people and organisations; responsible purchasing; using eco-friendly products; importance of auditing; minimising environment impact through the supply chain; procedures for dealing with environment incidents; policies and practices to improve environmental awareness
- *Impact of issues:* legal compliance and statutory duties; loss of reputation, poor publicity; types of damage; methods for minimising impact of damage; corrective actions; monitoring impact of activities; identifying improvements

Information for tutors

Suggested resources

Books

Robertson M – *Sustainability Principles and Practices* (Routledge, 2014)
ISBN 9780415840187

Therivel R – *Strategic Environmental Assessment in Action* (2nd edition)
(Routledge, 2010) ISBN 9781849710657

Websites

www.gov.uk –UK Government website for all environment related departments, legislation and policies

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 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. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for meeting the requirements of learning outcome 2 is direct observation of the learner carrying out their work activities relating to supporting environmental sustainability in a business environment.

The evidence from the direct observation for learning outcome 2 could be supported by examining work products such as development and implementation of policies, procedures and processes, environmental sustainability strategy documents, policies and processes, reports and non-verbal communication to colleagues and/or managers, e.g. emails etc. – this provides further evidence to meet the requirements, for example AC2.1, AC2.3, AC2.4 and AC2.5. To achieve AC2.6, learners need to provide evidence of adhering to organisational policies and procedures, legal and ethical requirements when implementing best practice environmental sustainability in a business environment either through checklists and/or forms. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.1, AC2.3, AC2.4 and AC2.5.

The primary source of evidence for meeting the requirements of learning outcome 1 could come from a questions and answers (Q&A), (AC1.1), or professional discussion where the learner demonstrates an understanding of the principles of supporting environmental sustainability in a business environment (AC1.2, AC1.3, AC1.4 and AC1.5). Learners responses during the professional discussion must be at the appropriate breadth and depth to meet the level of demand for the knowledge assessment criteria; for example, the responses must have sufficient detail about government incentives that support environmental sustainability in a business environment (AC1.2), the relationship between environmental sustainability and corporate social responsibility (AC1.3), the health and safety considerations for environmental sustainability and waste management (AC1.4) and techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures (AC1.5). Reflective account can be used to support the evidence from professional discussion for learning outcome 1 as well as AC2.2 and AC2.3.

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 22: Manage Health and Safety in Own Area of Responsibility

Unit reference number: D/504/4056

Level: 4

Credit value: 5

Guided learning hours: 15

Unit summary

Health and safety is a mandatory requirement of the working environment across all sectors. It is governed by legislation and all organisations and individuals have a responsibility towards its implementation, monitoring and revision.

This unit is designed for those who are responsible for health and safety within their own area of work and are likely to have responsibility for others to ensure health and safety practices are followed.

You will gain an understanding of how and demonstrate your competence in being able to assess, monitor and minimise health and safety through your own and your organisation's responsibilities, as well reviewing, communicating and monitoring health and safety within your own area of responsibility at work ensuring relevant documents and processes are in place, such as a health and safety policy and risk assessment activity.

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 responsibilities and liabilities in relation to health and safety legislation</p>	<p>1.1 Evaluate personal responsibilities and liabilities under health and safety legislation</p> <p>1.2 Describe an organisation's responsibilities and liabilities under health and safety legislation</p> <p>1.3 Identify specialists to consult with when health and safety issues outside own remit are identified</p>
<p>2 Understand how to assess, monitor and minimise health and safety risks in own area of responsibility</p>	<p>2.1 Describe the types of hazards and risks that may arise in relation to health and safety</p> <p>2.2 Explain how to use systems for identifying hazards and assessing risks</p> <p>2.3 Explain how to monitor, evaluate and report on health and safety within own area of responsibility</p> <p>2.4 Describe the types of actions which should be undertaken to control or eliminate health and safety hazards</p>
<p>3 Be able to review health and safety policy in own area of responsibility</p>	<p>3.1 Review written health and safety policy against requirements for own area of responsibility</p> <p>3.2 Communicate any recommendations for changes to health and safety policy to relevant individuals</p>
<p>4 Be able to communicate health and safety policy in own area of responsibility</p>	<p>4.1 Communicate written health and safety policy to all people in own area of responsibility and other relevant parties</p> <p>4.2 Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy</p>

Learning outcomes	Assessment criteria
<p>5 Be able to monitor health and safety in own area of responsibility</p>	<p>5.1 Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility</p> <p>5.2 Assess working environment within own area of responsibility against organisation's health and safety policy</p> <p>5.3 Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility</p> <p>5.4 Take appropriate action to eliminate or control identified hazards and identified risks</p> <p>5.5 Evaluate health and safety requirements in project or operational plans within own area of responsibility</p>

Unit amplification

AC1.1: Evaluate personal responsibilities and liabilities under health and safety legislation

- *Health and safety legislation:* Health and Safety at Work Act 1974
- *Health and safety regulations:* e.g. Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (Display Screen Equipment) Regulations 1992, Workplace (Health, Safety and Welfare) Regulations 1992, Provision and use of Work Equipment Regulations 1998, Personal Protective Equipment at Work Regulations 1992; Control of Substances Hazardous to Health Regulations 2002
- *Personal responsibilities and liabilities:* dependent on own role and job description; legal responsibilities, such as, ensuring health and safety of self, colleagues, customers and visitors; implementing regular checks of working practices, premises and equipment; reporting procedures; implementing risk assessments; following organisational procedures for health and safety (self, others); relevant training (self, others)

AC1.2: Describe an organisation's responsibilities and liabilities under health and safety legislation

- *Organisational responsibilities:* robust health and safety policies and procedures; training and development of staff; planning and acting on risk assessment; health and safety checks and maintenance; provision of materials, tools, equipment, machinery, Personal Protective Equipment (PPE), facilities
- *Organisational liabilities:* e.g. legal responsibilities, implementation of health and safety legislation, legal liabilities, risk of sanctions, fines or prosecution

AC1.3: Identify specialists to consult with when health and safety issues outside own remit are identified

- *Specialists:* health and safety experts and officials, e.g. Health and Safety Executive, consultants from RoSPA (Royal Society for the Prevention of Accidents; trade specific, e.g. mining, maritime, aviation, motor vehicle; specialist areas, e.g. legislation, chemical management, occupational hygiene, heavy plant

AC2.1: Describe the types of hazards and risks that may arise in relation to health and safety

- *Hazard and risks:* distinctions between both; impact of probability; hazards and risks in context of own work environment
- *Types of health hazard:* e.g. physical, ergonomics or repetitive strain injury, psychological
- *Types of safety hazard:* e.g. defective equipment, working at heights, confined spaces, plant equipment and machinery, violence, fire

AC2.2: Explain how to use systems for identifying hazards and assessing risks

- *Systems:* e.g. risk assessment, risk control, reports and reporting procedures, health and safety checks that includes frequency and recording, e.g. premises, facilities, equipment, PPE; organisational processes and procedures

AC2.3: Explain how to monitor, evaluate and report on health and safety within own area of responsibility

- *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 knowledge could include:*
 - o *monitoring* – methods, e.g. visual checks, observation, inspection of records, identifying trends, staff feedback
 - o *evaluation* – e.g. benchmarking against industry standards, organisational quality standards, compliance with legislation and regulations
 - o *reporting* – methods e.g. written audit reports, traffic light dashboard; supporting information, e.g. accident and incident records, inspection checklists, risk assessment forms

AC2.4: Describe the types of actions which should be undertaken to control or eliminate health and safety hazards

- *Types of actions:* e.g. regular risk assessment regular health and safety checks regular monitoring of working environment, providing and ensuring use of personal protective equipment, regular staff training, understanding, implementing and following own organisational procedures

Information for tutors

Suggested resources

Books

Backhouse J – *Essential Health and Safety Study Skills* (Routledge, 2013) ISBN 9780415629096

Chadder P and Duncan M – *Health & Safety at Work Essentials* (8th Revised Edition) (Lawpack Publishing Ltd, 2014) ISBN 9781910143001

Health and Safety Executive – *Workplace Health, Safety and Welfare: Workplace (Health, Safety and Welfare) Regulations 1992. Approved Code of Practice and Guidance* (2nd Revised Edition), (HSE Books, Nov 2013) ISBN 9780717665839

Moore R and Winter H – *The Law of Health and Safety at Work 2014/15* (23rd Revised Edition), (Croner.CCH Group Ltd, 2014) ISBN 9781855247710

Stranks J – *Health and Safety at Work: An Essential Guide for Managers* (9th Edition), (Kogan Page, 2010) ASIN B00AXDJLUY, ISBN 9780749461195

Websites

www.hse.gov.uk – Health and Safety Executive (HSE) government website that gives guidance, news and updates on all aspects of health and safety

www.hse.gov.uk – The publications section of the HSE website includes health and safety publications which can be downloaded

www.iosh.co.uk – Official website of The Institution of Occupational Safety and Health. Topical discussion forums are available on this website regarding health and safety

www.rospa.com – Royal Society for the Prevention of Accidents; A charity set up to support and work with organisations accident prevention through many avenues including consultancy, advice and training

Other

Policy and Practice in Health and Safety – published by IOSH (the Institute of Occupational Safety and Health, published twice a year, this magazine is a source of health and safety policy updates and information.

Safety and Health Practitioner Magazine – official magazine of IOSH (see websites above), this magazine is also available on-line via the website (as detailed above), it covers all aspects of health and safety for professionals.

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.

Learning outcomes 3, 4 and 5 are competency-based; therefore, the learner should produce evidence that is generated naturally, carrying out their work activities in the workplace. Evidence to meet the learning outcomes is likely to come from a combination of examining learner work products, supported by professional discussion or reflective account (depending on which is most suitable for the learner) and witness testimony. Work products should be created or generated by the learner and could include, for example; documented outcomes of the learner's review of organisational written health and safety policy (AC3.1), completed organisational risk assessments or health and safety reports (AC5.2), records of communication with people in own area of responsibility and relevant individuals/parties about health and safety policy/requirements (e.g. e-mails, minutes of meetings, staff training records or notices) and evaluation reports.

Evidence from examination of the learner's work products should be supported by professional discussion and/or a reflective account to provide further evidence for associated assessment criteria and could focus on; the learner's decision making and criteria used in reviewing their organisation's health and safety policy and their rationale for changes/no change (AC 3.1, AC3.2), the learner's reasons for the actions taken to eliminate or control risks (AC5.4), the processes and techniques used in the learner's evaluations and rationale for their conclusions (AC5.1, AC5.3 and AC5.5).

Witness testimony could also be used to confirm that the learner has consistently met the requirements over a period of time.

Learning outcome 1 and 2 are knowledge based. Evidence to confirm the achievement of these learning outcomes could be integrated into the professional discussion or reflective account for learning outcomes 3, 4 and 5 mentioned above, therefore providing the opportunity for the learner to link and apply their knowledge to their workplace activities. The learner's responses must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

There are opportunities within the unit to link evidence across knowledge and competence ACs as there are close synergies, for example, evidence generated to meet AC 2.2 could be used as the basis for the evaluation required in AC 5.1. Other linkages between knowledge and competence ACs include, for example, AC 2.3 and AC5.3 and AC2.4 and AC5.4.

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 23: Manage Incident Management Systems in a Contact Centre

Unit reference number: H/503/0417

Level: 4

Credit value: 6

Guided learning hours: 12

Unit summary

Ensuring the effective management of incidents through a contact centre is essential to a contact centre's ability to maintain a highly responsive service, delivered effectively and efficiently.

In this unit you will learn about methods that can be used to assess the effectiveness of incident management and techniques used for analysing data and metrics relating to the handling of contacts. You will understand the importance of defining the boundaries of procedures dealing with incident management and contact centre responsibilities and the importance of consultation with colleagues regarding possible changes in procedures.

You will demonstrate your competence in ensuring compliance with organisational procedures for handling reported incidents through a contact centre and identify metrics to measure changes in performance.

Through analysis you will be able to recommend changes for enhancing performance and through monitoring over time make sure that changes introduced are meeting organisational objectives.

This unit is for you if your role involves responsibility for the management of incidents referred to a contact centre.

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 ensure the effective management of incidents through a contact centre</p>	<p>1.1 Ensure compliance with organisational procedures for handling reported incidents through an analysis of incident handling against agreed criteria</p> <p>1.2 Use feedback to identify areas for enhancements to incident management systems</p> <p>1.3 Identify metrics that measure changes in performance in incident handling</p> <p>1.4 Use the findings of reviews to make recommendations for the enhancement of performance in accordance with organisational procedures</p> <p>1.5 Implement agreed changes in accordance with organisational procedures</p>
<p>2 Be able to contribute to the development of organisational strategy for incident management through a contact centre</p>	<p>2.1 Use an analysis of evidence to establish the need for changes in incident management handling</p> <p>2.2 Develop recommendations for the ongoing review of organisational strategy for handling incidents in incident management</p> <p>2.3 Ensure that the revised strategy meets organisational objectives</p>

Learning outcomes	Assessment criteria
<p>3 Understand the management of incidents reported to a contact centre</p>	<p>3.1 Explain the incident management services offered by the contact centre</p> <p>3.2 Evaluate the strengths and weaknesses of methods of monitoring contact handling which leads to incident management</p> <p>3.3 Evaluate the efficiency of techniques for analysing data and metrics relating to the handling of contacts which lead to incident management</p> <p>3.4 Evaluate methods of assessing the effectiveness of incident management against agreed criteria</p> <p>3.5 Explain the importance of defining the boundaries of procedures dealing with incident management and contact centre responsibilities</p> <p>3.6 Explain the importance of consultation with colleagues regarding possible changes in procedures</p> <p>3.7 Explain the organisational strategy relevant to incident management by the contact centre</p>

AC3.1: Explain the incident management services offered by the contact centre

- *The knowledge to meet this AC depends on the particular organisational context. Learners need to apply the knowledge specific to their organisation to meet this AC*
- *Services may include: domestic, e.g. helpline services, maintenance and call out; utilities, e.g. reporting faults, installation; emergencies, e.g. Fire, Police, Ambulance; medical, e.g. NHS Direct; specialist, e.g., pandemic health issues, pollution control; commercial, e.g. IT disaster recovery*

AC3.2: Evaluate the strengths and weaknesses of methods of monitoring contact handling which leads to incident management

- *Methods of monitoring: e.g. side by side monitoring; silent monitoring; call recording systems; speech recognition software; post-contact customer survey, speech analytics, test calls*

AC3.3: Evaluate the efficiency of techniques for analysing data and metrics relating to the handling of contacts which lead to incident management

- *Techniques for analysing data: e.g. data mining, text analysis, link analysis, speech evaluation, Erlang C Calculator, Affinity Diagrams, Fish Bone Diagrams, Force Field Analysis*
- *Typical metrics: e.g. average handle time; blocking rate; cost per contact; customer satisfaction; quality monitoring scores; schedule adherence; service level*

AC3.4: Evaluate methods of assessing the effectiveness of incident management against agreed criteria

- *Assessment Methods:*
 - o *monitoring* – e.g. number of calls into organisation, response times, average call length, clarity of information gained, clarity of information provided, speed in initiating recovery
 - o *effectiveness measurement* – e.g. call response time against key performance indicators, communication with caller against agreed protocols, logging of call information and quality of reporting, initiating response and summarising to caller, communication with internal managers, outcome positive/negative, observation report against competencies
 - o *observation* – e.g. in situ and linked to review of activity, skill and competence displayed by managers during response and recovery processes, may include visual recording to support observation report
 - o *documentation* – e.g. in support of resources, staffing logs, contingency plans, deployment rosters, annual leave calendar

AC3.5: Explain the importance of defining the boundaries of procedures dealing with incident management and contact centre responsibilities

- *Importance of boundaries:* e.g. clarify responsibilities and ownership of incident resolution, ensure incidents are resolved in line with the appropriate policies and procedures, maintain the client organisational goals and vision, ensure decisions are made by the correct people, meet client requirements

AC3.6: Explain the importance of consultation with colleagues regarding possible changes in procedures

- *Importance of consultation:* e.g. establishing key issues with proposed changes, getting buy-in from staff, gauging potential resistance to change, reviewing potential implications and possible amendments to plans, undertaking further consultation with those affected

AC3.7: Explain the organisational strategy relevant to incident management by the contact centre

- *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*
- *The organisational strategy could include:*
 - o incident detection and preliminary assessment
 - o *communication* – incident management checklist, spoken, written, recording of information, security/confidentiality, transmission of sensitive information
- *Operational*
 - o *incident management team* – clear management lines and responsibilities for executive managers, support managers, departmental heads
 - o *needs assessment* – crisis management plan, deployment plan if non-emergency
 - o *resource management* – people, facilities, communication technologies
 - o *logistics* – harnessing appropriate transport/travel for type of incident when emergency services; specialist services e.g. pollution control; evacuation processes, sheltering, lockdown (power plant, machinery, factory, geographical area)
- *Incident status and recovery:* de-briefing, establishing critical points in the process, revisions to processes and procedures, report and circulation

Information for tutors

Suggested resources

Books

G.Blokdiijk – *Incident Management Best Practice Handbook: Building, Running and Managing Effective Support and Incident Tracking - Ready to Use Supporting Documents Bringing ITIL Theory into Practice*: (Emereo PTY Ltd, 2008)
ISBN 9781921523816

H.Scott – *Incident and Crisis Management - removing the mystery* (Create Space Independent Publishing Platform, 2013) ISBN 9781493688913

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 a real working environment, i.e. assessment of learner performance at work in accordance with the Skills CFA Contact Centres Operations Assessment Strategy in *Annexe B*.

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 outcome 1 could include a review of learner's work products supported by professional discussion or reflective account to corroborate the learner's competence. Work products could include, for example, the learner's report from the analysis on incident handling (AC1.1) and any evidence of the changes they have implemented, for example, documented processes, policy or instructions document (AC1.5). Witness testimony could be used to provide supporting evidence for this learning outcome. A professional discussion or reflective account could probe the learner's knowledge and application of findings developed from analysis of data and justification of any recommendations that have been made.

For learning outcome 2 the learner will need to demonstrate how they have contributed to the development of organisational strategy for incident management and will need to identify their role and personal contribution to the activity and the work products if they are a result of a wider team activity.

Work products could include an analysis of data indicating where changes are needed in incident management handling, recommendations made for the on-going review of organisational strategy and evidence of any communications with those consulted in these activities, e.g. e-mail, minutes of meetings, presentations.

A professional discussion could focus on the learner's rationale for the evidence used and how the learner went about their analysis, their justification for recommendations developed and how they have been able to ensure the revised strategy meets organisational objectives. This evidence would allow the learner to demonstrate the depth and breadth of knowledge needed to claim competence for this learning outcome.

A reflective account by the learner, designed to meet all the assessment criteria and applied to their job role would be seen as the most suitable and effective way to evidence learning outcome 3, and could be integrated into the reflective account if used for learning outcomes 1 and 2. For example, the metrics identified by the learner for measuring changes in performance in incident handling could be used as a basis for providing evidence to support AC3.3.

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 24: Promote Equality, Diversity and Inclusion in the Workplace

Unit reference number: T/506/1820

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

As the working population of the UK changes it becomes more important that businesses promote equality, diversity and inclusion in their workplaces.

In this unit you will look at the differing aspects of equality, diversity and inclusion, the law that protect employees from discrimination and harassment and the effects of this legislation on the organisational policies and practices. You will gain an understanding not only of the differences between equality, diversity and inclusion but also how they impact on the organisation as a whole, and, as the workforce diversifies to include older workers and an increasing number of people from differing cultures, backgrounds and ethnic minorities how everyone in the workplace must contribute to its promotion. You will understand the importance in today's workplace of being an employee that behaves in a way that supports inclusion, and will be able to support equality, diversion and inclusion in the business, ensuring both legal and moral duties are covered.

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 the organisational aspects of equality, diversity and inclusion in the workplace</p>	<p>1.1 Explain the difference between equality, diversity and inclusion</p> <p>1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy</p> <p>1.3 Explain the potential consequences of breaches of equality legislation</p> <p>1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion</p>
<p>2 Understand the personal aspects of equality, diversity and inclusion in the workplace</p>	<p>2.1 Explain the different forms of discrimination and harassment</p> <p>2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace</p> <p>2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace</p>
<p>3 Be able to support equality, diversity and inclusion in the workplace</p>	<p>3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace</p> <p>3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace</p> <p>3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace</p>

Unit amplification

AC1.1: Explain the difference between equality, diversity and inclusion

- *Equality*: definition (equality of opportunity in employment, pay, promotion)
- *Diversity*: definition (valuing individual differences, including: life styles, cultures, ethnicity, religion, gender)
- *Inclusion*: definition (taking actions; creating environments of respect and acceptance)

AC1.2: Explain the impact of equality, diversity and inclusion across aspects of organisational policy

- *Impact*: Human Resources policies, e.g. recruitment and promotion, working practices (flexible working), disciplinary and grievance, discrimination and harassment, pay and reward; service provision and customer service policies; procurement and sales policies

AC1.3: Explain the potential consequences of breaches of equality legislation

- *Legislation*: the Equality Act 2010 (9 protected characteristics); discrimination
- *Consequences*: e.g. disputes, involvement of trade unions, involvement of ACAS (the Advisory, Conciliation and Arbitration Service), employment tribunals, legal action, financial penalties, damage to reputation of organisation

AC1.4: Describe nominated responsibilities within an organisation for equality, diversity and inclusion

- *Nominated responsibilities*: specific person dependant on organisational structure; responsibilities, e.g. formulating, monitoring, evaluating and reviewing policies, creating a culture that supports equality and diversity, implementing Codes of Practice

AC2.1: Explain the different forms of discrimination and harassment

- *Discrimination*: definition; forms of discrimination including direct, indirect, harassment, victimisation, associative, perceptive; Equality Act 2010 (9 protected characteristics)

AC2.2: Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace

- *Characteristics of personal behaviour*: appropriate communications, e.g. using styles appropriate to different people and situations, non-discriminatory language; allowing others to express their views; being tolerant and open-minded; showing respect for the background, values, beliefs and custom of colleagues; integrity, fairness and consistency in decision-making

AC2.3: Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace

- *Importance*: e.g. promotes a culture of inclusion and respect, improves team working, increases productivity, removes barriers to recruitment and progression, attracts and retains staff with different talents and competencies

Information for tutors

Suggested resources

Websites

www.acas.org.uk – ACAS guidance on the Equality Act 2010

www.equalityhumanrights.com – The Equality and Human Rights Commission (HER) published guidance for employers on the Equality Act of 2010

www.gov.uk – government services and information website which provides guidance on the Equality Act 2010

www.legislation.gov.uk – this website is managed by the National Archives on behalf of HM Government. Original and revised editions of legislation can be found to include the Equality 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 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.

The main sources of evidence to meet learning outcome 3 are a review of the learner's work products, professional discussion and witness testimony. The learner's work products could include evidence of communications to colleagues regarding their responsibilities for equality, diversity and inclusion, for example, sent emails, presentation slides etc. (AC3.1). Work products could also include documents detailing the potential issues relating to equality, diversity and inclusion in the workplace; this may be the learner's review notes, a formal report, email or presentation slides (AC3.2).

These work products should be reviewed by the assessor to confirm that they meet the requirements of the assessment criteria and could be used to support the professional discussion to evidence the learner's underpinning knowledge and understanding. For example, the learner could explain the different responsibilities for equality, diversity and inclusion in the workplace (AC3.1) and how they ensured that they acted within the organisations policy and procedures and the legal and ethical requirements when supporting equality, diversity and inclusion in their workplace (AC3.3). Witness testimony from colleagues or line manager could also be used to provide supporting evidence for these assessment criteria.

Evidence to confirm the achievement of learning outcomes 1 and 2 could be integrated into the professional discussion for learning outcome 3, providing the opportunity for the learner to link and apply their knowledge to the workplace activities. For example, the learner could be asked to explain how they used their understanding of AC1.2 and AC2.2 to identify the potential issues in their workplace (AC3.2). The learner's responses to meet the assessment criteria in learning outcomes 1 and 2 must be at a sufficient depth and breadth to meet the level of demand of the operative verbs. For example, the learner's response on explaining the impact of equality, diversity and inclusion across organisational policy (AC1.2) should go beyond just identifying the different areas that has been affected but should also include reasons why these particular areas are affected and examples of the impact in practice.

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 25: **Manage Team Performance**

Unit reference number: A/506/1821

Level: 3

Credit value: 4

Guided learning hours: 21

Unit summary

In this unit you will look at how to manage team performance through benchmarking that includes setting and maintaining standards and other quality management techniques. When used properly, benchmarking can be a great way to improve the performance of a team, and so help the business to stay competitive.

Having a carefully-designed process to ensure high performance and quality of work is the key to getting the most out teams. You will learn how to manage the work of a team and assess its performance to ensure the optimum outcome. You will also learn about the importance of communication within a team and how to manage communications to ensure that everyone understands the purpose of the team and its goals.

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 the management of team performance</p>	<p>1.1 Explain the use of benchmarks in managing performance</p> <p>1.2 Explain a range of quality management techniques to manage team performance</p> <p>1.3 Describe constraints on the ability to amend priorities and plans</p>
<p>2 Be able to allocate and assure the quality of work</p>	<p>2.1 Identify the strengths, competences and expertise of team members</p> <p>2.2 Allocate work on the basis of the strengths, competences and expertise of team members</p> <p>2.3 Identify areas for improvement in team members' performance outputs and standards</p> <p>2.4 Amend priorities and plans to take account of changing circumstances</p> <p>2.5 Recommend changes to systems and processes to improve the quality of work</p>
<p>3 Be able to manage communications within a team</p>	<p>3.1 Explain to team members the lines of communication and authority levels</p> <p>3.2 Communicate individual and team objectives, responsibilities and priorities</p> <p>3.3 Use communication methods that are appropriate to the topics, audience and timescales</p> <p>3.4 Provide support to team members when they need it</p> <p>3.5 Agree with team members a process for providing feedback on work progress and any issues arising</p> <p>3.6 Review the effectiveness of team communications and make improvements</p>

Unit amplification

AC1.1: Explain the use of benchmarks in managing performance

- *Benchmarks*: definition (performance measurement standards); based on an organisation's own experience, industry practice or regulatory requirements
- *Benchmarking*: definition; types, e.g. internal, external, strategic, performance, process
- *Using benchmarking in performance management*: e.g. maintain team performance in line with industry and/or organisational standards; identify areas for targeted improvement activities, e.g. training needs; set standards for reward systems, e.g. performance-related pay; evaluate the effectiveness of workforce performance initiatives

AC1.2: Explain a range of quality management techniques to manage team performance

- *Team performance management*: purpose, e.g. establishing performance goals; identifying any gap between current and desired performance; planning, implementing and monitoring changes to improve
- *Techniques*: performance objectives, e.g. strategic and operational; performance review meetings, e.g. one-to-one meetings, appraisal meetings; 360 degree feedback; personal development plans (PDPs); reward systems, e.g. performance-related pay, bonus payments, team-based pay

AC1.3: Describe constraints on the ability to amend priorities and plans

- *Constraints*: e.g. resource availability in other functional areas; regulatory, industry or organisational requirements; deliverables and timescales agreed with internal and/or external customers; existing workload and competence of team members

Information for tutors

Suggested resources

Books

Jones S, Schilling D – *Measuring Team Performance* (Jossey-Bass, 2000)
ISBN 9780787945695

Muller-Camen M, Croucher R, Leigh S – *Human Resource Management: A Case Study Approach* (CIPD, 2008) ISBN 9781843981657

Websites

www.cipd.co.uk – the Chartered Institute of Personnel and Development (CIPD), offers a range of guidance on HR, learning and development and employment law issues, for example a Performance Management factsheet. Membership is required for full access

www.managers.org.uk – the Chartered Institute of Management, offers practical advice on management issues with a range of online resources on management topics. Membership is required to access the materials

www.mindtools.com – resources on many business and management topics, including team management

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 direct observation, review of the learner's work products, witness testimony and professional discussion or reflective account. Wherever possible, and with the appropriate permissions, the learner could be observed in team/departmental meetings, one-to-one meetings, appraisal meetings and other relevant contexts.

Evidence from any direct observation of the learner should be supported by a professional discussion around the learner's performance and work products to provide further evidence for the assessment criteria. The learner's work products could include minutes from team meetings, team work plans, team rotas/allocations, anonymised personal development plans and any relevant communications to team members or colleagues (for example email to team members detailing the lines of communication and authority). The work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion, the learner could explain how they determined the strengths, competences and expertise of team members, how they used this information in allocating/planning the team's work and the decision making and rationale for any work plans in terms of priorities, critical activities and resource availability (AC2.1 and AC2.2). The professional discussion could also cover the reasons for the choice of communication methods used and the criteria used to assess the effectiveness of team communications, and how they relate to the improvements made (AC3.3 and AC3.6). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from team members and the line manager could also be used to confirm evidence for a number of assessment criteria (AC2.5, AC3.4 and AC3.5), as well as confirm that the learner has consistently met the requirements over a period of time.

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion or reflective account for learning outcome 2, giving the learner the opportunity to link and apply their knowledge to the workplace activities. For example, the learner could comment on how they have used benchmarks in managing the team performance; where the learner has not used these they could explain how these may be used in the future to better manage their team's performance. This would link AC1.1 to AC2.3. In a similar manner, if appropriate, the learner could be asked to describe any constraints they faced in amending work plans to meet changing circumstances and how they dealt with these constraints; if the learner did not face any actual constraints they could describe possible constraints relative to their context and how they would have dealt with them (AC1.3 linked to AC2.4).

The learner's responses or statements to meet the requirements of AC1.1 to 1.3 must be in sufficient depth and breadth to meet the level of demand relative to the operative verbs. For example, for AC1.2, the learner would need to explain at least two techniques and show clearly how they have used them, or could use them, to manage their team's performance.

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 26: Manage Individuals' Performance

Unit reference number: J/506/1921

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit covers the concept of managing individuals that are underperforming.

In this unit you will learn how to manage underperformance in the workplace. When issues concerning underperformance are not addressed and managed, both appropriately and sensitively, it can lead to unhealthy and unproductive outcomes that may affect the entire workplace.

You will look at how establishing effective performance management systems can have significant benefits for the business and how this can lead to happier, more motivated and better performing employees. You will learn how to manage individuals' performances in the workplace to maintain morale and use best practice to ensure that all staff are performing at their best.

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 the management of underperformance in the workplace</p>	<p>1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance</p> <p>1.2 Explain how to identify causes of underperformance</p> <p>1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively</p> <p>1.4 Explain how to address issues that hamper individuals' performance</p> <p>1.5 Explain how to agree a course of action to address underperformance</p>
<p>2 Be able to manage individuals' performance in the workplace</p>	<p>2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives</p> <p>2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs</p> <p>2.3 Apply motivation techniques to maintain morale</p> <p>2.4 Provide information, resources and ongoing mentoring to help individuals meet their targets, objectives and quality standards</p> <p>2.5 Monitor individuals' progress towards objectives in accordance with agreed plans</p> <p>2.6 Recognise individuals' achievement of targets and quality standards</p> <p>2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace</p>

AC1.1: Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance

- *Disciplinary policy*: definition; policy content e.g. timekeeping, absence, health and safety, use of organisational facilities and equipment; Equality Act (2010); policy access
- *Disciplinary procedure*: purpose, e.g. deals with discipline issues and underperformance; ensures rules and standards are maintained; format, i.e. *ACAS Code of Practice on Disciplinary and Grievance Procedures*; mediation
- *Grievances*: definition; causes e.g. bullying and harassment, discrimination, new working practices, organisational change
- *Grievance procedure*: definition; purpose; format i.e. *ACAS Code of Practice on Disciplinary and Grievance Procedures*

AC1.2: Explain how to identify causes of underperformance

- *Underperformance*: types e.g. failure to perform the duties of the job role; failure to perform to the required standard; poor productivity; disruptive or negative behaviour; high rate of absence
- *Causes*: e.g. employee lack of clarity of expectations; lack of knowledge/skills; goals/standards/policies and consequences unclear; interpersonal differences; poor personal motivation; inappropriate or insufficient training; low morale in the workplace

AC1.3: Explain the purpose of making individuals aware of their underperformance clearly but sensitively

- *Purpose*: e.g. highlights where and why performance was not in line with expectations; explores how performance may be improved; positive way of improving future performance; provides positive reinforcement
- *Handling underperformance sensitively*: e.g. use communication styles based on people and situations; understanding individuals' needs, feelings and motivations; taking account of cultural differences; individuals treated with respect

AC1.4: Explain how to address issues that hamper individuals' performance

- *Addressing issues*: clear systems in place to identify problems; assessing the gravity of problems; support and coaching; mentoring; constructive feedback; use of disciplinary procedures

AC1.5: Explain how to agree a course of action to address underperformance

- *Addressing underperformance*: possible interventions/actions, e.g. enhance ability (resupply, retrain, refit, reassign, release); improve motivation (performance goals, performance feedback, Performance Improvement Plan)
- *Agreeing course of action*: methods, e.g. meeting with employee and union representative/person of their choice; open discussion with employee; joint solution devised; plan of action drawn up; follow-up meeting; agreeing SMART objectives; progress reviews

Information for tutors

Suggested resources

Books

Armstrong M and Baron A – *Managing Performance: Performance Management in Action (Developing Practice)*, 2nd edition (Chartered Institute of Personnel and Development, 2004) ISBN 9781843981015

Hutchinson S – *Performance Management: Theory and Practice* (Chartered Institute of Personnel and Development, 2013) ISBN 9781843983057

Lloyd K – *Performance Appraisals and Phrases For Dummies* (John Wiley & Sons, 2009) ISBN 9780470498729

Websites

www.acas.org.uk – ACAS, provides free advice on workplace-related issues. These recommended publications can be found on the website:

- How to manage performance (advisory booklet)
- ACAS Code of Practice on Disciplinary and Grievance Procedures
- Discipline and Grievances at Work – The ACAS Guide

www.cipd.co.uk – the Chartered Institute of Personnel and Development has a variety of free factsheets available on their website on performance management. A recommended publication is *Performance Management: an overview*

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 outcome 2 is likely to come from a combination of direct observation, review of the learner's work products, witness testimony and professional discussion or reflective account. Where possible, and with the appropriate permissions, the learner could be observed in team/departmental meetings, one-to-one meetings, interim performance reviews, appraisal meetings and other relevant contexts.

Evidence from any direct observation of the learner should be supported by a professional discussion around the learner's performance and work products, to provide further evidence for the assessment criteria. The learner's work products could include minutes from team meetings, anonymised personal development plans, performance reviews, performance plans, appraisal reports and one-to-one meeting notes, and relevant communications to colleagues (for example an email giving advice on a work issue/problem). The work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion, the learner could explain the rationale for delegating particular tasks to specific individuals, the basis for the agreed SMART objectives and the rationale for their choice of motivation techniques and recognition of achievement (AC2.1, AC2.2, AC2.3 and AC2.6). The discussion could also cover the organisational, ethical and legal requirements associated with performance management (AC2.7). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from colleagues and the line manager should also be used to confirm that the learner has consistently met the requirements over a period of time, as well as met organisational, legal and ethical requirements (AC2.1 and AC2.7).

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion or reflective account for learning outcome 2, giving the learner the opportunity to link and apply their knowledge to the workplace activities. For example, the relationship between disciplinary and grievance procedures and performance management could be explored. The learner's responses or statements to meet the requirements of AC1.1 to 1.5 must be in sufficient depth and breadth to meet the level of demand expected from an explanation. For example, the learner's response on grievance and disciplinary procedures (AC1.5) should go beyond just a statement of the steps/stages and should include reasoning around the relevance of the steps/stages in relation to the purpose of the procedures.

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 27: Negotiating, Handling Objections and Closing Sales

Unit reference number: F/502/8612

Level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

The ability to negotiate, handle objections and close sales is important within some customer service roles. It is important that it is done correctly and effectively in order to provide customer satisfaction, meet the needs and expectations of the customer and present a favourable image of the organisation.

In this unit you will learn how to negotiate, handle and overcome objections in order to be able to close sales transactions effectively in a way that is mutually beneficial to both your customer and your organisation.

You will understand the limits of your own authority and responsibility when dealing with objections and the resources needed to be able to counter sales objections. You will learn how to plan and prepare for negotiations and how to use testimonials to progress a sale. You will learn about the advantages and disadvantages of different methods that can be used to close a sale and your own organisation's procedures for documenting the negotiated sale.

You will develop skills to be able to prepare for objections and negotiation with the customer, handle objections, negotiate with the customer and close the sale following negotiations.

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 handle objections and negotiate with the customer</p>	<p>1.1 Describe the scope of authority and responsibility when dealing with objections</p> <p>1.2 Identify the resources available to counter the sales objections</p> <p>1.3 Describe how to plan and prepare for negotiation</p> <p>1.4 Describe how to use testimonials to progress a sale</p> <p>1.5 Explain the advantages and disadvantages of different methods of closing a sale</p> <p>1.6 Explain organisational procedures for documenting the negotiated sale</p>
<p>2 Be able to prepare for objections and negotiation with the customer</p>	<p>2.1 Identify possible sales objections and appropriate responses prior to dealing with the customer</p> <p>2.2 Confirm authorisation to negotiate</p> <p>2.3 Prepare a negotiation plan that is capable of providing a mutually acceptable outcome</p>
<p>3 Be able to handle objections</p>	<p>3.1 Identify customer needs and wants in relation to objections by using a variety of questioning techniques</p> <p>3.2 Identify and prioritise customers' concerns</p> <p>3.3 Provide evidence to the customer of the strengths of the organisation's products or services</p> <p>3.4 Confirm with the customer that the objection(s) have been overcome</p> <p>3.5 Identify and respond to verbal and non-verbal buying signals in a way that is consistent with the nature of the signals</p>

Learning outcomes	Assessment criteria
<p>4 Be able to negotiate with the customer</p>	<p>4.1 Carry out negotiations according to negotiation plan</p> <p>4.2 Promote the benefits of what is being offered to the customer</p> <p>4.3 Explain to the customer when and why no further adjustment is possible</p> <p>4.4 Obtain support to progress negotiation that is outside own level of authority</p>
<p>5 Be able to close the sale following negotiation</p>	<p>5.1 Apply a trial close in accordance with the negotiation plan</p> <p>5.2 Respond to any further objections and concerns</p> <p>5.3 Identify and make use of potential add-on, up-selling or cross-selling opportunities</p> <p>5.4 Summarise agreements made in accordance with organisational procedures and close the sale</p>

Unit amplification

AC1.1: Describe the scope of authority and responsibility when dealing with objections

- *Scope of authority and responsibility:* offering and agreeing pricing discounts, offers outside of the normal policies, responsibility of delivering products or services outside of contracts and agreements given, autonomy to be able to make sales decisions

AC1.2: Identify the resources available to counter the sales objections

- *Resources:* documents, e.g. organisation product catalogues, price lists, procedures and policies; internal information, e.g. past sale trends, current sales data, sales by target groups; external information, e.g. market share data, government statistics, expert panel estimates; people, e.g. managers, other sales persons

AC1.3: Describe how to plan and prepare for negotiation

- *Negotiation:* definition; purpose, e.g. aims to secure an outcome as close as possible to objectives; requires reasonableness and flexibility
- *Planning and preparation:* activities, e.g. researching other parties, preparing necessary documents and resources, problem analysis, identifying goals and outcomes, setting negotiation parameters and 'fall-back' positions; negotiation techniques, e.g. using tradable concessions or variables, mirroring, persuasion techniques, establish credibility

AC1.4: Describe how to use testimonials to progress a sale

- *Use of testimonials:* e.g. to add credibility to a service or product, to counteract an objection, to provide information on the product and/service, to help the customer to make the buying decision

AC1.5: Explain the advantages and disadvantages of different methods of closing a sale

- *Closing a sale:* purpose; methods, e.g. Direct Close, Trial Close, Wrap-up Close, Process Close, Analytical Close, Sales Promotion Close

AC1.6: Explain organisational procedures for documenting the negotiated sale

- *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*
- *Typical procedures could include:* documenting and recording of the sale electronically or manually; gaining authorisation for the sale; obtaining information from customer, e.g. personal details; storage of personal data, e.g. data protection; closing sales

Information for tutors

Suggested resources

Books

Kench B – *Selling for Dummies* (2nd UK Edition), (John Wiley & Sons Ltd, 2013)
ISBN 9781118489437

Websites

www.marketingdonut.co.uk – The Marketing Donut provides small business marketing advice, tools and resources on sales, including-sales techniques and negotiation

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

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: www.pearsonwbl.edexcel.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 assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Direct observation of the learner in their workplace negotiating, handling objections and closing sales is a suitable source of evidence for learning outcomes 2, 3, 4 and 5, although opportunities maybe dependent on the learner's workplace. The observation could include observing face to face as well as telephone conversations of learners working in sales situations and can be done unobtrusively by the assessor. A digital voice recorder would be a useful and suitable assessment tool for the observation, as the assessor can then narrate what is being seen as the learner demonstrates own competence when negotiating, handling and closing sales with customers.

Learner work products (e.g. customer notes on computer systems, sales plans and customer orders) seen during an observed performance or separately from observed performance must be evaluated and commented on by the assessor. However, the products themselves should be kept in their normal place and the assessor signpost where they are kept. This evidence should be supported by professional discussion around the performance and work products to provide further evidence for the assessment criteria.

Witness testimony is also a suitable assessment method to support the less observable assessment criterion (e.g. AC4.4, AC5.4) within the unit and can be used to corroborate the competence of the learner and support competence over time.

Professional discussion is suitable for meeting the requirements of learning outcome 1 and could be integrated into the professional discussion for learning outcomes 2, 3, 4 and 5, therefore providing the opportunity for the learner to link and apply their knowledge to their workplace activities as well easing the burden of assessment for both the assessor and the learner. 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 that is 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 competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

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 the uses of sales-related information</p>	<p>1.1 Explain the importance of up-to-date information for sales planning purposes</p> <p>1.2 Explain the benefits and risks of using a range of information sources to support sales activities</p> <p>1.3 Explain the limitations of sales-related information</p> <p>1.4 Explain the importance of reviewing sales data requirements for current and future use</p>
<p>2 Understand how to use tools and methods to analyse sales-related information</p>	<p>2.1 Explain the advantages and disadvantages of different systems to gather sales-related information</p> <p>2.2 Explain how to use different software packages for analysing and presenting sales-related information</p>
<p>3 Be able to obtain sales-related information about customers, markets and competitors</p>	<p>3.1 Specify the information needed to develop an understanding of customers, competitors and markets</p> <p>3.2 Identify sources that are capable of providing the required information about the organisation's markets, customers and competitors</p> <p>3.3 Collate sales-related information using planned systems and taking ad hoc opportunities to gather information, in a way that enables data manipulation, analysis and interpretation</p>

Learning outcomes	Assessment criteria
<p>4 Be able to use tools and methods to analyse sales-related information</p>	<p>4.1 Select analytical tools and methods that are capable of providing the required degree of analysis of sales-related information</p> <p>4.2 Define the information needs of the target audience for different types of sales-related information</p> <p>4.3 Use the analytical protocols that are appropriate to the selected tools and methods</p> <p>4.4 Identify issues, trends, themes, linkages and interdependencies from an analysis of sales-related information</p> <p>4.5 Validate the reliability and validity of the findings of the analysis</p> <p>4.6 Provide sales-related information to the target audience within the agreed timescale and budget</p>

Unit amplification

AC1.1: Explain the importance of up-to-date information for sales planning purposes

- *Type of information:* e.g. organisational sales strategy, past sales trends, budget, staff levels, planned product developments, market intelligence, sales forecasts
- *Sales planning:* definition; planning cycle, e.g. weekly, monthly, annual
- *Importance:* e.g. to support effective decision-making; SMART target setting; operational planning; impact on marketing plan

AC1.2: Explain the benefits and risks of using a range of information sources to support sales activities

- *Information sources:*
 - o *primary sources* – e.g. current sales data, actual receipts e.g. daily, weekly, monthly, sales by target groups, projected sales, budgets
 - o *secondary sources* – e.g. competitors estimated sales, market share data, expert panel estimates, government statistics, trade associations, commercial suppliers of data
- *Assessing benefits and risks of information sources:* reliability, validity, relevance, source bias, generalisability

AC1.3: Explain the limitations of sales-related information

- *Sales related information:* e.g. sales by department, sales by geographical area, sales by agent, value of sales, units sold, frequency of sales, sales against budget, sales variance analysis, sales returns
- *Limitations:* e.g. accuracy of data, currency of data, past sales do not equal future sales, price changes through sales promotion

AC1.4: Explain the importance of reviewing sales data requirements for current and future use

- *Sales data requirements:* e.g. short and long term sales trends, number of sales, value of sales, products and/or services type sold, current and future sales trends, inventory reports
- *Importance:*
 - *current use* – e.g. budget analysis, variance analysis, identifying reasons why sales are above or below target, adjusting sales targets, planning to achieve targets, sourcing additional products and/or services, planning promotional activities
 - *future use* – e.g. short term and long term planning, sales forecasting, planning purchases of products and/or services, planning for peaks and troughs, future borrowing requirements, planning advertising campaigns

AC2.1: Explain the advantages and disadvantages of different systems to gather sales-related information

- *Systems:* e.g. judgement forecasting; electronic point of sale (EPOS) systems; manual and computerised accounting systems; statistical projections; trend analysis; market research; competitor analysis; evaluation of advertising; behavioural segmentation; customer feedback systems

AC2.2: Explain how to use different software packages for analysing and presenting sales-related information

- *Software packages:* e.g. spreadsheets; sales forecasting software; customer relationship software, e.g. Excel, Sage 50 Forecasting, Flightdeck
- *Analysis of sales related information:* different ways, e.g. by product and/or service, geographical, by outlet or office, correlation to particular circumstances; drilling down facility; 'what if' testing, identify sales patterns and customer characteristics
- *Presenting:* methods, e.g. data tables, graphs and charts, pivot tables, monthly demand forecasts, inventory reports

Information for tutors

Suggested resources

Books

Janert PK – *Data Analysis with Open Source Tools* (O'Reilly Media, 2010)
ISBN 9780596802356

Linoff GS and Berry MJA – *Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management*, (3rd Edition), (John Wiley & Sons, 2011)
ISBN 9780470650936

Maex D. and Brown PB – *Sexy Little Numbers: How to Use the Data You Have to Increase Sales and Grow Your Business at Virtually No Cost* (Crown Publishing Group, 2012) ISBN 9780307888341

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

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: www.pearsonwbl.edexcel.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 assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main evidence collection methods for demonstrating achievement of learning outcomes 3 and 4 are likely to be a combination of examining learner work products supported by professional discussion and witness testimony.

Work products may include; a project brief, reports, emails, power-point presentations, incident logs and diary entries. Witness testimony could be used to corroborate that the learner has performed an action to a satisfactory standard, e.g. AC3.3 and AC4.6 and to confirm that the learner has met the requirements consistently over time.

The professional discussion could focus on providing evidence for AC4.2, as well as the learner's rationale for information needed in AC3.1, AC3.2, AC4.1, and AC4.3. It could also focus on the process and techniques used by the learner in their analysis to meet the requirements of AC4.4 and AC4.5. The learner may have the opportunity to gather ad-hoc qualitative and/or quantitative data that could illustrate customer behaviour, an example may be the learner receiving and recording customer comments about a product and/or service (AC3.3).

Evidence to confirm the achievement of learning outcomes 1 and 2 could be integrated into the professional discussion for learning outcomes 3 and 4 allowing the learner the opportunity to link and apply their knowledge to their workplace activities. Learner's responses must be at a sufficient depth and breadth to meet the level of demand expected from an explanation. There may be opportunities to relate the assessment of the knowledge requirements to the competence activities, for example, AC1.1, AC1.2 and AC3.1, AC3.2 all relate to the information required and the sources of information that could be used for. AC2.1, AC2.2, and AC4.1 – AC4.4 all relate to tools and methods to analyse sales data.

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 29: Buyer Behaviour in Sales Situations

Unit reference number: K/502/8622

Level: 3

Credit value: 3

Guided learning hours: 27

Unit summary

In this unit you will learn how to deal with buyer behaviour in sales situations and this will give you the knowledge to be able to apply the skills learnt to different sales environments, situations and customers. You will do this by learning different models of buyer behaviour, what impact the different models of buyer behaviour has on the sales cycle and how to respond to the buyer at each stage of the decision making process. You will need to know what influences consumers in the decision making process and how organisational processes affect the sales cycle.

You will need to be able to show competence within contacting customers, decision makers and influencers within the decision making cycle and respond to these people in a sales situation. Finally, you will need to be able to show competence at using objections as buying opportunities and confirm solutions with your 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 the impact of different models of buyer behaviour on the sales cycle</p>	<p>1.1 Explain the consumer buying decision-making process</p> <p>1.2 Explain how the consumer buying decision-making process affects the sales cycle</p> <p>1.3 Describe the influences that affect the consumer decision-making process</p> <p>1.4 Explain the organisational buying decision-making process</p> <p>1.5 Explain how the organisational buying decision-making process affects the sales cycle</p> <p>1.6 Describe the influences that affect the organisational buying decision-making process</p> <p>1.7 Explain the impact of the different roles within the decision-making unit on the sales cycle</p>
<p>2 Be able to respond to the buyer at each stage of the decision making process</p>	<p>2.1 Use the methods for contacting customers, influencers and decision-makers appropriate to different stages of the buying decision-making process</p> <p>2.2 Respond to different decision-makers in a sales situation in a way that is appropriate to their role</p> <p>2.3 Use objections as buying opportunities</p> <p>2.4 Confirm solution(s) offered meet the needs and wants of decision-makers</p>

Unit amplification

AC1.1: Explain the consumer buying decision-making process

- *Consumer buying decision-making process:* definition (individual consumer process); stages, i.e. problem recognition, information search, evaluation of alternative products, purchase decision, post-purchase evaluation

AC1.2: Explain how the consumer buying decision-making process affects the sales cycle

- *Sales cycle:* definition, stages, i.e. planning/prospecting, contact/connect, investigate needs, make proposal, manage objections, close sale, follow up process
- *Effects:* greater involvement in entire buying process; observing buying triggers; creating and communicating value propositions; progress of cycle depends on customer buying decisions; good negotiation and influencing skills

AC1.3: Describe the influences that affect the consumer decision-making process

- *Influences:* consumer personal factors, e.g. motivation, personality, previous experience attitudes, lifestyle; product related factors, e.g. brand loyalty, perception of product and/or service, advertisements; external factors, e.g. economic climate, competition

AC1.4: Explain the organisational buying decision-making process

- *Organisational buying decision-making process:* definition; features, e.g. multi-person activity, formal process, multiple communication processes; difference between consumer buying process
- *Five stages:* need recognition and problem awareness (product specification); information search (supplier eligibility, product quality, cost); evaluation of supplier proposals; purchase decision (contract, product specification); post-purchase evaluation and feedback (meeting contractual agreements, formal process)
- *Types of purchase:* new task, straight re-buy, modified re-buy

AC1.5: Explain how the organisational buying decision-making process affects the sales cycle

- *Effects:* roles of personalities; relationship with key decision-makers and influencers; impact priorities, goals and budgeting and time constraints

AC1.6: Describe the influences that affect the organisational buying decision-making process

- *Influences:* external environmental factors, e.g. economic conditions, regulatory changes, competition, political context; internal organisational factors, e.g. purchasing policies and procedures, organisational structure, organisational goals and objectives; interpersonal and individual factors, e.g. risk taking ability, authority and responsibility, interpersonal conflict; situation factors, e.g. time, financial capacity

AC1.7: Explain the impact of the different roles within the decision-making unit on the sales cycle

- *Different Roles:* Initiator; Influencer; Decider; Buyer/Purchasing Manager; User; Gatekeeper

Information for tutors

Suggested resources

Books

Kench B – *Selling for Dummies* (2nd Edition), (John Wiley & Sons Ltd, 2013)
ISBN 9781118489437

Websites

www.tutor2u.net – contains some useful information on buyer behaviour

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

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: www.pearsonwbl.edexcel.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 assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Direct observation of the learner in their workplace responding to the buyer at each stage of the decision making process is the primary source of evidence for learning outcome 2. This could include observing face to face as well as telephone conversations of learners working in sales costing/pricing situations. The observation can be done unobtrusively by the assessor.

Witness testimony and the learner's work products, (e.g. customer notes on computer systems, product leaflets, customer orders) seen during an observed performance or separately from observed performance must be evaluated and commented on by the assessor. However, the products themselves should be kept in their normal place and the assessor signpost where they are kept. This evidence should be supported by professional discussion around the performance and work products to provide further evidence for the assessment criteria. A digital voice recorder would be a useful and suitable assessment tool for the observation, as the assessor can then narrate what is being seen as the learner demonstrates own competence when negotiating, handling and closing sales with customers. This recording can then be referenced to the relevant assessment criterion demonstrated by the learner.

Witness testimony is also a suitable assessment method to support the less observable assessment criterion (e.g. AC2.2, AC2.3) in the unit and can be used to corroborate the competence of the learner and support competence over time.

Professional discussion is suitable for meeting the requirements of learning outcome 1 and could be integrated into the professional discussion for learning outcome 2, therefore providing the opportunity for the learner to link and apply their knowledge to their workplace activities as well as easing the burden of assessment for both the assessor and the learner. Learners may be more comfortable producing a learner diary to evidence the achievement of learning outcome 1 and this is also acceptable. The learner's responses or statements must indicate a depth and breadth of knowledge that is 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 competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 30: Manage Incidents Referred to a Contact Centre

Unit reference number: K/503/0418

Level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

Some contact centres have specific responsibilities for dealing with emergency contacts. This involves contacts in which an organisation expects and/or demands the contact centre to be immediately responsive to handle an incident. These organisations will have a well defined procedure designed to identify what is needed as quickly and accurately as possible. These procedures would need to be followed closely as they would have been developed in close consultation with those responding to incident requests and customers. Managing incidents involves following appropriate procedures, selecting and deploying resources using the correct communication channels and providing guidance to colleagues on incident handling and management.

This unit is concerned with being able to manage incidents through a contact centre, providing support to colleagues on incident management and understanding the management of incidents reported to a contact centre.

You will understand how to manage incidents, including their monitoring and review. You will be able to manage incidents received by the contact centre you work in. You will show that you can support colleagues when they are dealing with an incident through the deployment of contact centre resources.

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 manage incidents through a contact centre</p>	<p>1.1 Respond to incoming contacts relating to incidents in accordance with organisational procedures</p> <p>1.2 Select resources that are available to deal with reported incidents</p> <p>1.3 Inform the selected personnel of their responsibilities in accordance with organisational procedures</p> <p>1.4 Specify the action needed from personnel that are deployed to deal with the incident in accordance with organisational procedures</p> <p>1.5 Monitor the management of the incident in accordance with organisational procedures</p> <p>1.6 Ensure that the correct decision paths have been followed to manage reported incidents</p> <p>1.7 Deal with queries and/or complaints about incident handling in accordance with organisational procedures</p>
<p>2 Be able to provide support to colleagues on incident management in a contact centre</p>	<p>2.1 Agree with colleagues the areas in which they need support and guidance in incident management</p> <p>2.2 Agree with colleagues the type of support that will provide them with support that is capable of meeting their identified needs</p> <p>2.3 Identify actions to improve team performance in incident handling from a review of incident management results</p>

Learning outcomes	Assessment criteria
<p>3 Understand how to manage incidents reported to a contact centre</p>	<p>3.1 Explain the incident management services offered by the contact centre</p> <p>3.2 Describe the strengths and weaknesses of methods of assessing the validity and priority of the potential incident</p> <p>3.3 Explain the importance of clear communication using the most appropriate channel with those dealing with incidents</p> <p>3.4 Describe the strengths and weaknesses of ways of monitoring the actions of those deployed to deal with the incident</p> <p>3.5 Describe the strengths and weaknesses of different types of support for colleagues</p> <p>3.6 Explain the importance of reviewing incident management results</p>

AC3.1: Explain the incident management services offered by the contact centre

- *The knowledge to meet this AC depends on the particular organisational context. Learners need to apply the knowledge specific to their organisation to meet this AC*
- *Services may include: domestic, e.g. helpline services, maintenance and call out; utilities, e.g. reporting faults, installation; emergencies, e.g. Fire, Police, Ambulance; medical, e.g. NHS Direct; specialist, e.g., pandemic health issues, pollution control; commercial, e.g. IT disaster recovery*

AC3.2: Describe the strengths and weaknesses of methods of assessing the validity and priority of the potential incident

- *Apriority: factors, e.g. seriousness of the incident, potential impact of the incident; method, e.g. risk assessment, predetermined critical incident response boundaries such as critical, high, medium and low, trigger levels*
- *Assessing validity:*
 - o *content validity, i.e. the incident matches up to the predetermined incidents that the centre has rehearsed e.g. responding to a fire alert*
 - o *criterion validity, i.e. the incident matches up to a predetermined set of criterion that will trigger a preconditioned response e.g. minor alert, intermediate alert, major alert*

AC3.3: Explain the importance of clear communication using the most appropriate channel with those dealing with incidents

- *Channels: e.g. telephone, emails, text, instant messaging; appropriateness depending on context*
- *Importance: e.g. avoids misunderstandings, clear requirements, clear action points, removes ambiguity, reduces anxiety and stress, promotes attention to detail, builds confidence in contact centre staff*

AC3.4: Describe the strengths and weaknesses of ways of monitoring the actions of those deployed to deal with the incident

- *Monitoring: purpose of monitoring; ways, e.g. direct observation, customer feedback, speed of initial response, cost of response, time taken to resolve the incident, daily, weekly, monthly review of incident response, response times e.g. information from incident reports, data collected from customers*

AC3.5: Describe the strengths and weaknesses of different types of support for colleagues

- *Support for colleagues:* training and development, e.g. critical incident management training, critical reviews of incident responses, coaching; staff recognition schemes; health and well-being, e.g. counselling services, stress management training, peer support networks

AC3.6: Explain the importance of reviewing incident management results

- *Importance:* e.g. learning from experience, performance management, improving quality; improving effectiveness and efficiency, identify training needs, incorporating incident outcomes in handling techniques

Information for tutors

Suggested resources

Books

Coleman TS – *A Practical Guide to Risk Management* (Research Foundation of CFA Institute, 2011) ISBN 9781934667415

Faggiano V, McNall J and Gillespie T – *Critical Incident Management: A Complete Response Guide, Second Edition* (CRC Press, 2011) ISBN 9781439874547

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 a real working environment, i.e. assessment of learner performance at work in accordance with the Skills CFA Contact Centres Operations Assessment Strategy in *Annexe B*.

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 demonstrating achievement in this unit is likely to be direct observation of the learner managing incidents in their contact centre, including working with their colleagues. Observational evidence for learning outcomes 1 and 2 could be gathered by the assessor listening in on calls. Examples of observed activities may include for AC1.1 checking organisational procedures to ensure the correct actions are taken whilst dealing with an incident. For AC1.4 the learner may be observed giving instructions to personnel face to face or by using a communications device.

This evidence could be supported by the examination of the learner's work products, such as; incident reports, incident log records, improvement plans, management reports, emails, queries and complaints documentation and will provide further evidence to meet the requirements of, for example, (AC1.2, AC1.5, AC1.6, AC1.7, AC2.1, AC2.2 and AC2.3). Professional discussion should also be used to evidence the knowledge underlying the performance being undertaken and could focus on providing evidence for AC1.4 as well as, for example, the rationale for using resources selected and the process and criteria used for monitoring incidents, dealing with complaints and devising improvement plans (AC 1.2, AC1.5, AC1.7 and AC2.3).

Evidence to confirm the achievement of learning outcome 3 could be integrated into the professional discussion for learning outcomes 1 and 2, therefore providing the opportunity for the learner to link and apply their knowledge to their workplace activities as well easing the burden of assessment for both the assessor and the learner. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, AC2.3 and AC3.6 both relate to reviewing incident management results, or, AC2.1, AC2.2 and AC3.4, AC3.5 all relate to monitoring and supporting colleagues. Learners' responses to meet the knowledge requirements must be at a sufficient depth and breadth to meet the level of demand of the operative verbs.

Witness testimony and 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 31: Design Business Processes

Unit reference number: D/506/2055

Level: 5

Credit value: 5

Guided learning hours: 23

Unit summary

Business processes enable business activities to be identified, organised and conducted, through a set of agreed codified arrangements to allow work processes to be undertaken in a systematic and efficient way.

This unit will give you an understanding of the need for business processes to be responsive to change and adaptable to accommodate such change. You will consider how the business processes associated with change are modelled to ensure that business needs are met. You will also learn how to develop, test and integrate business processes into existing processes and understand the benefit that the processes bring to the business, including achieving its objectives.

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 techniques and tools that support the design of business processes	1.1 Analyse the principles of business change and business process re-engineering 1.2 Evaluate the concept and application of workflow patterns and usability testing 1.3 Evaluate a range of modelling tools 1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2. Be able to develop business processes	2.1 Evaluate the scope for business process improvement and constraints 2.2 Generate ideas that meet defined business needs 2.3 Test a proposed process through a modelling exercise 2.4 Evaluate the feasibility and viability of a proposed process against agreed criteria 2.5 Establish the degree of overlap between a proposed process and existing processes and systems 2.6 Resolve tensions between existing and proposed systems and processes 2.7 Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes

Learning outcomes	Assessment criteria
<p>3. Be able to evaluate the effectiveness of business processes</p>	<p>3.1 Analyse valid information using techniques that are appropriate to the process being evaluated</p> <p>3.2 Assess the cost and benefit of a business process to the organisation</p> <p>3.3 Justify recommendations for the rejection, adoption or enhancements to processes with evidence</p>

Unit amplification

AC1.1 Analyse the principles of business change and business process re-engineering

- *Principles of business change:* dimensions of change (purpose, size, duration); impact (strategic, operational); holistic approach to change
- *Drivers for change:* business improvement (profitability, productivity, efficiency, cost control); maintain competitive advantage; response to changes in the environment (internal, external)
- *Business process re-engineering (BPR):* BPR cycle (process identification, analysis, design, testing, implementation); systematic re-design of business processes and workflows; alignment of processes to business objectives; use of information technology, e.g. e-commerce, CAD/CAM, additive manufacturing

AC1.2 Evaluate the concept and application of workflow patterns and usability testing

- *Workflow patterns:* design patterns, e.g. van der Alst classification; purposes e.g. control flow dependencies, data, resources, exceptions
- *Usability testing:* evaluation by testing it with users; types of testing, e.g. scenarios, prototypes, hallway testing; usability audit

AC1.3 Evaluate a range of modelling tools

- *Modelling tools:* conceptual models, e.g. business reference model; workflow reference model; object transformation process model: purposes, e.g. function definition, application interfaces, client interfaces, operation, control

AC1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes

- *Effectiveness of business processes:*
 - o factors, e.g. internal to the business, external to the business
 - o effectiveness, e.g. key performance indicators; support of business objectives; integration with other internal processes; integration with external processes; efficiency; ease of operation

Information for tutors

Suggested resources

Books

Cameron E, and Green M – *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change* (Kogan Page, 2012) ISBN 978-074946435

Davenport T – *Process Innovation: Reengineering Work through Information Technology* (Harvard Business School Press, 1992) ISBN 978-0875843667

Hindle T – *The Economist Guide to Management Ideas and Gurus* (Economist Books, 2012) ISBN 978-1846686078

Websites

www.managementhelp.org – The Free Management Library, information on organisational change subjects

www.managers.org.uk – Chartered Institute of Management, practical advice on management issues with a range of online resources on change management topics. Membership is required to access the materials

Podcasts

The Bottom Line Podcasts and Downloads chaired by Evan Davies and Stephanie Flanders. The podcasts bring together practitioners to discuss current business matters. Many podcasts touch on topics relevant to the unit, for example the podcast on materials considers aspects of process change in response to cost changes. They are available at: www.bbc.co.uk/podcasts/series/bottomline/all.

Journals

The Economist (The Economist Newspaper Ltd) – has a business section and produces specialist reports such as *Building Process Excellence*, *Lessons from the Leaders*

Management Today (Haymarket Media Group Ltd) – has articles on management topics, including change management

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 overleaf.

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 the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership in *Annexe A*. Simulation is not allowed, 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.

Assessment in the unit should be holistic. Assessment is based on performance at work in an area that requires the learner to be involved in designing and developing business processes.

Sources of evidence for demonstrating achievement of learning outcome 1 could include work products, such as designs for business processes, and keeping a log, a reflective journal or witness statements. Explanatory narratives could identify the learner's specific contributions. These sources of evidence should show clearly how and why the learner considered the need for business change and the ways in which business processes are re-designed, together with their impact on the workplace. In learning outcomes 2 and 3, the log or reflective journal should ensure that the learner reflects on the approach adopted for the practical aspect of this unit and any lessons learned from putting theory into practice.

For learning outcome 2, evidence of achievement could be using work products, such as discussion records, diagrams, project plans, feasibility studies and the designs and documentation for a process. A witness statement for AC2.2 could evidence the full range of the learner's ideas and their reasoning, with a professional discussion to evidence AC2.6 of how the learner managed conflict and the methods used for reconciliation. A learner could demonstrate achievement of AC2.7 in a log or reflective journal of how organisational policies and procedures, legal and ethical requirements were adhered to when developing business processes.

For learning outcome 3, work products such as monitoring data, results of data analyses results, cost-benefit calculations and reports recommending rejection, adoption or enhancements to a process, could be used to evidence achievement of all the assessment criteria. A log or reflective journal could also evidence the learner's justification of techniques used for AC3.1 and 3.2 and of their data analysis and cost- benefits selection. A professional discussion could evidence the achievement of AC3.3, allowing the learner's justifications for action taken.

Recognition of Prior Learning (RPL) could also be used to confirm competence.

Unit 32:

Manage Direct Sales Operations in a Contact Centre

Unit reference number: Y/503/0401

Level: 5

Credit value: 7

Guided learning hours: 30

Unit summary

Many contact centres undertake direct sales activities. These may be through inbound or outbound contacts and may or may not be the primary purpose of a particular contact centre. Direct sales activities may involve staff dealing with different ranges of services and/or products and different complexities of sale. Organising and managing direct sales involves ensuring that appropriate information is gathered and used, analysing sales and reporting on results and developing sales plans. Whether setting up a new operation or improving current operations, a systematic approach must be taken.

This unit supports the key features of managing direct sales operations in a contact centre and links with sector practices in the management of contact operations. It will support you being able to contribute to the development of organisational sales strategy in a contact centre, develop procedures and guidelines to be used for direct sales, review sales planning, analysis and reporting techniques for direct sales and understand the principles underpinning direct sales activities in a contact centre.

Your role as a manager means that you must be in a position to direct what happens while involving all team members at all levels across the contact centre.

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 contribute to the development of organisational sales strategy in a contact centre</p>	<p>1.1 Identify the features of organisational sales strategy that have an impact on direct sales operations</p> <p>1.2 Recommend developments to the sales strategy that are capable of enhancing sales performance</p>
<p>2 Be able to develop procedures and guidelines to be used for direct sales through a contact centre</p>	<p>2.1 Assess the importance of sales information that is needed to achieve the sales objectives</p> <p>2.2 Confirm that the required sales information can be collected with minimum disruption to sales activities</p> <p>2.3 Define the sales style and techniques to be used to achieve direct sales objectives</p> <p>2.4 Confirm the fitness for purpose of the draft procedures and guidelines through a test and trial</p>
<p>3 Be able to review sales planning, analysis and reporting techniques for direct sales through a contact centre</p>	<p>3.1 Review current sales plans and methods of devising them from an analysis of customer, market and sales information against agreed criteria</p> <p>3.2 Identify the actions needed to achieve sales objectives and plans</p> <p>3.3 Design sales analysis tools that are capable of monitoring sales and enhancing performance</p> <p>3.4 Implement the agreed actions to enhance performance in accordance with the sales plan</p> <p>3.5 Define sales reporting requirements that are capable of capturing the required monitoring and sales performance information</p>

Learning outcomes	Assessment criteria
<p>4 Understand the principles underpinning direct sales activities in a contact centre</p>	<p>4.1 Evaluate the strategic implications of the range of products and/or services covered by contact centre direct sales</p> <p>4.2 Evaluate current organisational approaches and systems for direct sales</p> <p>4.3 Evaluate the impact of regulation and legislation on direct sales operations</p> <p>4.4 Explain how to specify sales analysis requirements</p> <p>4.5 Evaluate the implications of the options for sales monitoring tools</p> <p>4.6 Evaluate how an organisational sales strategy drives direct sales operations</p>

Unit amplification

AC4.1: Evaluate the strategic implications of the range of products and/or services covered by contact centre direct sales

- *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*

AC4.2: Evaluate current organisational approaches and systems for direct sales

- *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 knowledge could include: forecasted patterns and trends, sales plan and criteria, organisation's reporting systems and structure, organisational procedures for implementing change to systems and procedures, ability to respond in changing markets, procedures for dealing with service partners and responsiveness, communicating targets and key performance indicators within organisation, leadership and direction provided to staff*

AC4.3: Evaluate the impact of regulation and legislation on direct sales operations

- *Legislation: Consumer Protection Act 1987; The Consumer Protection from Unfair Trading Regulations 2008; Trades Description Act 1968; Sale of Goods Act 1979; Data Protection Act (1998); Consumer Credit Act 1974*
- *Regulations: The Payment Services Regulations 2009; Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013*
- *Sector codes of practice: framework for operating within a sector, impact for how an organisation is regulated and associated penalties for failing to do so*
- *Protocols on dealing with customers: links with communication, clarity and integrity of processes, aggressive selling and misrepresentation*

AC4.4: Explain how to specify sales analysis requirements

- *Specifying sales analysis requirements: methods for gathering data, scope of analysis required, detail on representative sample, sales recording and monitoring systems, methods for processing and evaluating statistical information, analysis and interrogation of data on sales; format, presentation and publication of analysis*

AC4.5: Evaluate the implications of the options for sales monitoring tools

- *Options:* out of monitoring, potential to increase, amend, discontinue products and/or services.
- *Implications:*
 - *positive:* identification of sales patterns, establishing sales by category, establishing peaks and troughs in trading periods, identifies gaps in product and/or service range
 - *negative:* potential for bias in data, does not distinguish type of customer and time spent to capture the sale

AC4.6: Evaluate how an organisational sales strategy drives direct sales operations

- *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 Knowledge could include:

- *Sales operations:* factors to be considered, e.g. Key Performance Indicators (KPIs), targets, human and physical resources, financial resources (budget), available technology
- *Evaluative Processes:* monitoring and review of performance against sales targets, clarity of the sales strategy and impact, intervention processes to support achievement of targets and their effectiveness

Information for tutors

Suggested resources

Books

Bergevin R, Kinder A, Siegel, W & Simpson B – *Call Centres for Dummies* (2nd Edition), (John Wiley & Sons, 2010) ISBN 9780470677438

Calvert N – *Gower Handbook of Call and Contact Centre Management* (Gower Publishing Ltd, 2004) ISBN 9780566085109

Mathibe A – *How to Survive (& Thrive) in a Call Centre* (Alison Mathiebe, 2011) ISBN 9783000352218

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 a real working environment, i.e. assessment of learner performance at work in accordance with the Skills CFA Contact Centres Operations Assessment Strategy in *Annexe B*.

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 1-3 is likely to come from examining the learner's work products related to organising and managing direct sales in their contact centre organisation supported by professional discussion or reflective account and witness testimony. The learners work products should be reviewed by the assessor and used to as a basis for a professional discussion or reflective account to corroborate the learner's competence.

Evidence to demonstrate achievement of learning outcome 1 could come from documented evidence of the learner's contribution to the review and evaluation of their organisation's sales strategy and any recommendations made for developments and improvements. The professional discussion or reflective account could cover, for example, how the learner went about reviewing the sales strategy and justification for the recommendations made.

For learning outcome 2 work products could include, for example, the draft procedures and guidelines the learner has produced and evidence of how these have been validated as fit for purpose through a test and trial (AC2.4).

The professional discussion or reflective account could cover the learner's rationale for sales style and techniques they have identified to be used to achieve the sales objectives (AC2.3), how the learner went about the test and trialling of the draft procedures and how the results justified their readiness for implementation (AC2.4).

For learning outcome 3, work products could include, documented evidence of the sales analysis tools the learner has designed (AC3.3), implementation plans (AC3.4) and any sales reporting templates or formats created by the learner (AC3.5). The professional discussion or reflective account could cover the learner's rationale for the analysis tools selected and the reporting requirements identified (AC3.3 and AC3.5).

A reflective account by the learner, designed to meet all the assessment criteria and applied to their job role would be seen as the most suitable and effective way to evidence learning outcome 4, and could be integrated into the reflective account if used for learning outcomes 1-3.

Evidence of Recognition of Prior Learning (RPL) and witness testimony 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 33: Bespoke Software

Unit reference number: J/502/4397

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

Many administrators are required to use bespoke software to complete tasks within their wider administrative role. This unit is about the skills and knowledge needed by an administrator to use bespoke software tools and techniques. Bespoke software is software that is written for a specific function in an organisation. This software could be unique to that organisation.

In this unit, you will develop the skills to select and use a range of advanced bespoke software tools and techniques for complex or non-routine information. The software and functions used will be complex and, at times, involve having the idea that there may be a tool or function to make your task easier, e.g. improve efficiency or create an effect. You will explore technical support and self-teach, to learn how to input, select and modify information using bespoke software.

You will explore the use of the software's functionality to organise information. You will effectively manipulate process and present information as an output, checking that the output meets needs, legal and company requirements, and responding appropriately to quality problems.

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 Input and combine information using bespoke software</p>	<p>1.1 Input relevant information accurately so that it is ready for processing</p> <p>1.2 Select and use appropriate techniques to link and combine information within the application and across different software applications</p>
<p>2 Create and modify appropriate structures to organise and retrieve information efficiently</p>	<p>2.1 Evaluate the use of software functions to structure, layout and style information</p> <p>2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently</p> <p>2.3 Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available</p>
<p>3 Exploit the functions of the software effectively to process and present information</p>	<p>3.1 Select and use appropriate tools and techniques to edit, analyse and format information</p> <p>3.2 Check information meets needs, using IT tools and making corrections as necessary</p> <p>3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs</p> <p>3.4 Select and use presentation methods to aid clarity and meaning</p>

Information for tutors

Suggested resources

Books

The textbooks used depend on which software is used. The software manufacturer's user guides and resources are often sufficient for the level of work required in this unit. Third party user guides such as in-house tutorials, may also be available for bespoke software.

Websites

Some bespoke software packages have their own websites/help pages. These are often sufficient for the level of work required in this unit.

Where the official websites/help pages have insufficient information, learners should consider using:

- raising support tickets with the software manufacturer
- in-house/intranet pages
- third party technical sites, e.g. forums, expert blogs

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* 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

Evidence of achievement can be derived from a variety of sources. Learners who use IT skills directly in their day-to-day work can prove their competence while doing so. Alternatively, learners can use scenarios and knowledge tests, or a mixture of both, to demonstrate competence.

For further guidance on assessing this unit, please refer to the e-skills UK ITQ Assessment Strategy in *Annexe D*.

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.

A holistic approach to assessment is suggested for this unit. Assessors should encourage learners to capture and record evidence as an ongoing process at each stage of database development, for example a learner diary recording practice against each assessment criterion.

The primary assessment method is likely to be direct observation of the learner using the software; however, work products, for example screenshots and documentation produced in the course of completing work tasks can also be used.

For AC1.1, the learner could use software techniques to determine accuracy, e.g. spellcheck/grammar check.

For AC1.2, evidence for the selection of techniques could take the form of a discussion, supported by work products such as screen captures or screen recordings demonstrating the learners' use of techniques.

Learners should be familiar with a range of tools and techniques at this level but it is expected that they will use appropriate resources to research methods of dealing with novel or uncommon requirements.

Learning outcome 2 could be assessed through the presentation of work products such as a short evaluative report or presentation (AC2.1), screen captures or screen recordings showing creation, change and use of structures (AC2.2) and copies of storage records and local guidelines (AC2.3). This evidence should be supported with professional discussion or reflective account to assess how the learner uses appropriate structures and adheres to guidelines and conventions in their work. For AC2.2, learners could build on the evaluation work performed in AC2.1.

Where making a copy of documentation is impractical or disallowed, a witness statement and reference to the document's location is sufficient.

Learning outcome 3 is likely to be assessed through direct observation of the learner using the functions of the software in their job role. This should be supported with professional discussion or reflective account to demonstrate the learner's understanding of the reasoning behind any decisions made in the selection process (AC3.1) and how the final product satisfies the specific requirements of the task (AC3.2; AC3.3).

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

Unit 34:

Encourage Innovation

Unit reference number: J/506/2292

Level: 3

Credit value: 4

Guided learning hours: 14

Unit summary

Without new and fresh ideas a business does not improve, and it can easily become stagnant. In a competitive world this could cause the business to struggle to survive.

In this unit you will learn about the importance of innovation to a business. Unfortunately generation of ideas is only the start of the process and so you will learn how look for ideas that could be improved and to work independently as well as within a team to generate and select ideas that could be implemented to better the business. You will look at how innovative ideas need to be tested and costed before they can be put into place and learn how to schedule and process ideas to make them viable.

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 identify opportunities for innovation</p>	<p>1.1 Analyse the advantages and disadvantages of techniques used to generate ideas</p> <p>1.2 Explain how innovation benefits an organisation</p> <p>1.3 Explain the constraints on their own ability to make changes</p> <p>1.4 Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement</p> <p>1.5 Engage team members in finding opportunities to innovate and suggest improvements</p> <p>1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation</p> <p>1.7 Analyse valid information to identify opportunities for innovation and improvement</p>
<p>2 Be able to generate and test ideas for innovation and improvement</p>	<p>2.1 Generate ideas for innovation or improvement that meet the agreed criteria</p> <p>2.2 Test selected ideas that meet viability criteria</p> <p>2.3 Evaluate the fitness for purpose and value of the selected ideas</p> <p>2.4 Assess potential innovations and improvements against the agreed evaluation criteria</p>

Learning outcomes	Assessment criteria
<p>3 Be able to implement innovative ideas and improvements</p>	<p>3.1 Explain the risks of implementing innovative ideas and improvements</p> <p>3.2 Justify conclusions of efficiency and value with evidence</p> <p>3.3 Prepare costings and schedules of work that will enable efficient implementation</p> <p>3.4 Design processes that support efficient implementation</p>

Information for tutors

Suggested resources

Books

Harvard Business Review – *HBR's 10 Must Reads on Innovation* (Harvard Business Review Press, 2013) ISBN 9781422189856

Lammiman J. and Syrett M – *Successful Innovation: How to Encourage and Shape Profitable Ideas* (Economist Books, 2002) ISBN 9781861972859

Websites

ec.europa.eu – the DG Enterprise and Industry website (part of the European Commission website) looks at innovation in the workplace. It places particular emphasis on the need to stimulate entrepreneurship and encourage the growth of SMEs. A recommended article is Workplace innovation

www.changedesigns.net – Change Designs offers a range of online ideas and advice. Membership is required for full site access

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 the unit (learning outcomes 1, 2 and 3) is likely to come from a combination of direct observation, examination of the learner's work products, witness testimony from colleagues or line manager to confirm competence over a period of time and a reflective account.

Where possible the learner could be observed in one-to-one conversations, team and stakeholder meetings and other relevant contexts where innovation development activities and behaviour could be observed. Learners' work products could include notes showing ideas for innovation, meeting notes and communications that show how the learner has engaged team members in finding opportunities to innovate, preparation or drafts of costings and schedules of work and agreed implementation procedures and processes (AC2.1, AC1.5, AC3.3 and AC3.4). The work products should be reviewed by the assessor to confirm that they meet the requirements of the assessment criteria and could be used to support the learner's reflective account, which should provide evidence for the explicit knowledge assessment criteria (AC1.1 and AC1.2) as well as provide evidence of the knowledge and understanding underpinning learners' performance.

Witness testimony from colleagues and line manager should also be used to provide supporting evidence for many of the assessment criteria within the unit as well as confirm that the learner has consistently met the requirements over a period of time.

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.

12 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.edexcel.com/about-wbl/Pages/Contact-us.aspx
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandcolleges.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)
- 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:
www.edexcel.com/quals/NVQ-competence-based-qcf/Pages

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, www.edexcel.com

13 Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

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. 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: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

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

Annexe A: Skills CFA Assessment Strategy for 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 the Business Administration, Customer Service and Management and Leadership competence-knowledge based units and qualifications owned by Skills CFA. Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies. 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 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.

¹ Also known as External Verifier (EV)

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.

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.

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)

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

- 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 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 CPD records that are maintained in assessment centres.

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 (Appendix B).
- 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 (Appendix A).

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. Under this model, the employer, with the agreement of their Awarding Organisation may choose between:

- Achieving the appropriate regulatory body approved unit qualifications for assessment; **OR**
- Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification

In order to use the employer direct model:

- **An organisation must:**
 - o have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; **OR**
 - o 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.
- **An Awarding Organisation must:**
 - o offer this model to employers only
 - o supply information on the requirements for internal and external moderation/verification activities to 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 Assessment Strategy for Contact Centres Operations

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 SkillsCFA (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 Assessment Strategy for Sales

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 SkillsCFA 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.

Annexe D: e-skills ITQ UK Assessment Strategy

ITQ Assessment Strategy – England, Wales and Northern Ireland

This document sets out the ITQ assessment strategy appropriate for England, Wales and Northern Ireland. Arrangements for Scotland are published separately. Changes from the existing arrangements are summarised at the end of the document.

1. Introduction

1.1 Background to the new ITQ Framework

The 2008 development of the National Occupational Standards (NOS) for Using IT and this associated assessment strategy are a key tool in the planned delivery of the Sector Skills Agreement for IT (SSA).

The SSA is uniting employers, educators, government and others to create a coherent strategy for IT skills based on a common, employer-led plan of action, that will transform the IT skills landscape such that:

- All organisations in every sector will be fully realising the potential of IT to help drive their business goals, so that the UK is a world leader in its exploitation of IT for innovation, service and business competitiveness.
- All individuals in the UK will have - and will continue to develop - the IT user skills necessary to fully participate in the e-economy.
- IT user skills will enhance individuals' employability, social lives and ability to benefit from online services.

World class research cited in the Qualifying for the Information Age – the e-skills UK Sector Qualification and Learning Strategy¹ (SQLS) identifies, that workers in virtually all occupations need to be able to use more sophisticated IT systems more effectively to create new sources of customer value. Users will not only need increased levels of skills in basic desk top technology; they will also increasingly need to be skilled in security management and IT support processes and tools, and also the use of communications and mobile technologies.

The SSA for IT sets out a clear target state for stakeholders delivering and beneficiaries receiving better IT user skills:

- A simplified, flexible framework for recognising achievement in IT skills operates across the UK, throughout both the education system and industry.

The SQLS, together with the associated Action Plan, designed to deliver on the SSA, identifies the following principle² for delivering on this target.

- Principle 4: The ITQ Framework will be used to organise and position learning and qualifications within the coherent environment. All IT user qualifications and learning will be recorded through a recognised Record of Achievement

This means that:

- All IT User qualification and learning will be based on common unit descriptions directly aligned to the National Occupational Standards for IT Users and encompassed in the ITQ Framework.
- Qualifications and learning are described in a consistent way, which is understood by employers and learners.
- Learners at all stages will engage with a common environment that will enable seamless progression.
- There is recognition and central aggregation of all individuals' elements of learning and achievement within a formal record that is meaningful to employers.
- Funding agencies are able to monitor achievement and return on investment.

The National Occupational Standards (NOS) for Using IT and enhancement of the flexibility of the ITQ both in terms of content and how it is delivered will form a major part of the implementation of the SQLS for IT users. This will enable further alignment of all IT user qualifications and learning with the NOS, within the ITQ Framework.

1.2 Qualifications and Credit Framework

The ITQ Framework is designed to support the development of IT user qualifications, based on units of credit, for accreditation onto the Qualifications and Credit Framework (QCF)³, which is a new way of recognising skills and qualifications. The QCF does this by awarding credit for qualifications and units (small steps of learning). It enables people to gain qualifications at their own pace along flexible routes.

This new approach is anticipated to deliver the following benefits. For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements.

For learning providers (schools, colleges, training providers, workplaces) the QCF will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement

- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- help them describe achievements to employers and learners in a language that is easy to understand.

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national framework
- describe levels of achievement in terms everyone can understand
- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

The regulatory arrangements for the QCF⁴ set out the following aims and design principles for accredited qualifications.

The aim of the QCF is to support the establishment, maintenance and continuing development of a qualifications system that is:

- inclusive – able to recognise the achievements of all learners at any level and in any area of learning
- responsive – enabling individuals and employers to establish routes to achievement that are appropriate to their needs, and recognized organisations to develop units and qualifications in response to demand
- accessible – building a system based on clear design features that are easy for all users to understand
- non-bureaucratic – based on mutual trust and confidence, supported by a robust and proportionate approach to regulation and quality assurance.

The QCF is designed to provide a structure within which:

- unit-based qualifications can be located
- achievements are recognised through the award of credits and qualifications
- the level and size of achievements can be easily identified
- the mechanisms necessary to allow the accumulation and transfer of credits between qualifications and awarding organisations operate
- learners are given the maximum flexibility and range of opportunities to progress and receive recognition for their achievements.

1.4 England, Northern Ireland and Wales

The qualifications regulators in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA) have been working to design the regulatory arrangements for the QCF⁵, which were published by Ofqual in August 2008.

Work towards the QCF has been underpinned in particular by the three country test and trial period for the QCF, and also informed by the following developments undertaken in Northern Ireland and Wales.

1.4.1 The Northern Ireland Credit and Transfer Scheme (NICATS)

The Northern Ireland Credit Accumulation and Transfer System (NICATS)⁶ is a framework, which was developed for to allow learning to be recognised in all its shapes and forms, no matter how it is acquired. It is a set of principles and guidelines, which should allow us to value, describe, measure and recognise all learning. This includes learning in traditional settings such as schools, colleges and universities and also learning within the community and the workplace.

It is based on a set of principles and guidelines which allows:

- all candidate achievement to be recognised and recorded on a personal Credit Transcript
- small blocks of learning to be assessed and given credit

Credit provides the basic language for recognising achievement, as a measure of the level of demand of the learning and the amount of learning achieved.

1.4.2 The Credit and Qualifications Framework for Wales (CQFW)

The Credit and Qualifications Framework for Wales (CQFW)⁷ started in 2003 and is being progressively implemented. The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.

The vision for the single CQFW will underpin the following five key goals:

- enable everyone to develop and maintain essential skills
- encourage people to become lifelong learners
- exploit the knowledge in businesses and educational institutions
- encourage business and workers to gain new skills
- help people within their communities to develop new skills.

1.5 Policy changes

The ITQ assessment strategy is designed to support the development of the SQLS principle for an ITQ Framework, by setting out the requirements for an up-to-date IT user qualification based on the NOS, tailored to the needs of businesses and their staff. The ITQ assessment strategy also needs to take account of changes to policy and the qualifications environment as outlined above and the associated assessment requirements. Key changes include the following.

- Credit frameworks

e-skills UK will derive QCF framework units from the NOS in collaboration with Awarding Bodies to meet employers and learners needs and contribute to the ITQ.
- Embedded Functional Skills⁸ [FS] within 14-19 curricula and qualifications

The revised IT User NOS embed the Functional Skills ICT [FS ICT] within the following three areas of competence that relate directly to FS ICT:

 - o 'IT User fundamentals' [IUF:FS]
 - o 'IT Communication fundamentals' [ICF:FS]
 - o 'IT Software fundamentals' [ISF:FS]

- Basic skills

The revised IT User NOS embed ICT Skills for Life and signpost opportunities for naturally occurring numeracy and literacy, within the three areas of competence with embedded FS.

- Personal learning and thinking skills

The revised IT User NOS signpost opportunities for naturally occurring personal, learning and thinking skills [PLTS] within the three areas of competence with embedded Functional Skills [FS] and within the mandatory area of competence 'Improving productivity in using IT'.

- 'Full' level 2 qualification design principles⁹

The revised ITQ has been designed to take account of the proposed credit value of more than 13 credits for a full level 2 qualification.

- Foundation Learning Tier¹⁰

The revised ITQ framework has also been designed to take account of the proposed progression pathways for the Foundation Learning Tier, through allowing for the inclusion of FS Mathematics and English, and also for personal, learning and thinking skills [PLTS].

1.6 Principles of ITQ suite of qualifications

Three principles underpin the proposed ITQ suite of qualifications.

- 1 Flexibility of approach in response to sector, employer and learner needs:
 - for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software
 - for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement
 - for learners – to ensure they are equipped with the appropriate skills to support their personal or career development.
- 2 Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:
 - size – from taster courses and bite-sized units to full-time programmes of study
 - level of complexity – from Entry Level to Level 3
 - content – incorporating a range of options for different IT systems and applications.
- 3 Flexibility of assessment method as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:
 - electronic testing using simulation, tests and tasks
 - portfolio-based evidence demonstrating the application of skills, knowledge and understanding.

2. ITQ Assessment strategy

This assessment strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

2.1 Scope of the assessment strategy

This assessment strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited onto credit frameworks to be included in the final ITQ Framework (both directly and partly aligned).

During the transition period, the assessment arrangements for existing 'contributing' units and NQF qualifications will apply.

2.2 Choice of assessment method

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in *Appendix A*:

2.3 Mandatory unit assessment

In order to reflect the standards of competence expected by employers, assessment of the mandatory unit (Improving Productivity using IT) within Certificates and Diplomas must demonstrate that candidates can apply their relevant skills and knowledge to develop a specified outcome, product or solution. The candidate must independently determine, select and apply the necessary IT tools and techniques to achieve their goal.

The assessment design must cover the following aspects:

- Objectives for using IT – understanding the context in which IT is to be used or the conditions that may affect the way IT is to be used; understanding what outcome needs to be developed, and the expectations and requirements that the outcome must meet;
- Application of IT skills and knowledge – understanding what is involved in a piece of work and the best way to get it done;
- Evaluation of the use of IT – being able to evaluate the strengths and weaknesses of the use of IT, including identifying improvements to inform future work

2.4 Accreditation of prior achievement (APA)

For candidates starting their studies towards the ITQ under the QCF the process for accreditation of prior achievement is straightforward. Under the QCF, awarding bodies agree to mutual recognition of achievement, so that candidates will be able to count any relevant units towards the ITQ regardless of which awarding body issues the certificates.

Many people may have developed their skills in using IT through undertaking existing or 'legacy' accredited units, qualifications or from non-accredited units and employer training schemes, such as:

- the QCF ITQ in trials between September 07 and August 09
- the current ITQ, which is technically a Scottish or National Vocational Qualification [S/NVQ]
- Functional Skills ICT, ICT Skills for Life [Basic Skills] and in Essential Skills ICT (Northern Ireland);
- legacy units from VQs or VRQs accredited on the National Qualifications Framework (NQF) or accredited by the Scottish Qualifications Authority (SQA);
- vendor units and qualifications; and
- employer training schemes.

The ITQ Framework lists which units or schemes can contribute to the ITQ, and whether there are any limits on counting credit from such achievement. The up-to-date ITQ Framework, will be published on the e-skills UK website.

Acceptance of contributing qualifications is mandatory for all ITQ Awarding Bodies irrespective of the originating Awarding Body (AB). An Awarding Body offering ITQs must accept recognised units and qualifications from any other AB if the following conditions are met:

- the candidate presents the original qualification, unit certificate or other agreed record of achievement for inspection by the ITQ centre; and
- the unit was achieved no more than three years prior to the date of presentation to the centre. It is the responsibility of the AB and their centres to ensure that a representative sample of certificated skills and knowledge are still current.

Some approved contributing units entitle candidates to claim exemptions for more than one ITQ unit. In such cases, the candidate does not have to claim exemptions for all of the possible ITQ units unless he/she chooses to do so.

2.5 Progression

Candidates may carry forward credits for a period of 3 years to support progression from ITQ Award to ITQ Certificate, and from ITQ Certificate to ITQ Diploma or from Level 1 to 2, or Level 2 to 3.

Candidates may not include the same unit at more than 1 level in any qualification. Thus a candidate who has completed, for example, both Word Processing at Level 1 (3 credits) and Word Processing at Level 2 (4 credits) may only count credits from the higher level towards the qualification.

2.6 Assessment roles and quality assurance

2.6.1 Assessors, internal and external moderators/verifiers

The new ITQs are not NVQs, therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

To ensure the quality of assessment decisions, it is expected that awarding bodies will have in place methods to ensure that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development.

e-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.

2.6.2 Standardisation, moderation and verification

Awarding Bodies must use quality assurance systems that are fit for purpose for the assessment method(s) being used and are in line with the relevant regulatory requirements.

For example:

- internal/external moderation of externally set examinations or online tests;
- external moderation of externally set and internally marked tasks;
- records to authenticate candidate's evidence for assessment;
- internal standardisation/external moderation of scenario based assignments set by centres;
- internal moderation/verification of internally assessed evidence by a suitably qualified internal moderator/verifier using procedures approved by the awarding body; and
- external moderation/verification of internally assessed evidence by a suitably qualified external moderator/verifier using procedures specified by the awarding body.

2.7 Joint Awarding Body Forum

Awarding Bodies, through the quality control mechanisms specified by the regulatory authorities, must ensure a rigorous and effective control of centres and the assessment and verification process so that judgement of what is valid, authentic, current, reliable and sufficient evidence is maintained across all assessment contexts.

To ensure consistency of assessment it is required that all Awarding Bodies routinely participate in the e-skills UK Joint Awarding Body Forum which will be the focus for ensuring that assessment and verification of competence is carried out consistently and fairly across all assessment contexts.

The Awarding Body Forum will, within the individual Awarding Bodies agreed methodologies, develop and maintain a common understanding of the standards and promote good assessment and verification practice.

Appendix A – Guidance for Awarding Bodies on recommended assessment methods

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the Awarding Body.

Whatever method is used, Awarding bodies must have appropriate systems and procedures to:

- ensure that assessment arrangements meet relevant assessment design principles and quality assurance regulations; and
- make sample assessment materials available for discussion by the Joint Awarding Body Forum, as required.

A.1 e-Assessment

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools.

Awarding Bodies, employers or providers may develop e-assessments. Where e-assessment is used, Awarding Bodies must ensure that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop e-assessments, these should be agreed in advance with the Awarding Body.

A.2 Knowledge tests

Knowledge tests, often delivered electronically, can be used to assess some learning outcomes and assessment criteria relating to knowledge and understanding, for example, knowledge of security risks or organisational guidelines.

Awarding Bodies, employers or providers may develop knowledge tests. Where knowledge tests are used, Awarding Bodies must ensure that on each testing occasion:

- the knowledge being tested matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop knowledge tests, these should be agreed in advance with the awarding body.

A.3 Scenario based assessment

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

Awarding Bodies, employers or providers may develop scenarios. The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context.

A.4 Portfolio assessment

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
 - o enterprise activities (e.g. business plans, budgets and marketing materials);
 - o voluntary activities (e.g. cash flows, programmes and newsletters); or
 - o learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and
- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or ‘witness statement’ (see below).

e-skills UK actively encourages the use of electronic portfolio management tools.

A.5 Witness statements

A ‘witness’ is someone who provides a written statement about the quality and authenticity of a candidate’s work for assessment purposes. To make a statement the witness must have first hand experience of the candidate’s performance and understanding of knowledge, skills and understanding required to do the work. Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate’s organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate’s competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;
- when using specialist or bespoke IT software applications;
- in meeting customer requirements;
- of working within organisational guidelines.

Appendix B – Summary of key changes to the ITQ

	Current position	Proposed approach
Type	NQF accredited NVQ	QCF accredited qualification
Titles	<p>Level 1 NVQ for IT Users (ITQ)</p> <p>Level 2 NVQ for IT Users (ITQ)</p> <p>Level 3 NVQ for IT Users (ITQ)</p>	<p>Level 1 ITQ Award in IT User Skills</p> <p>Level 1 ITQ Certificate in IT User Skills</p> <p>Level 1 ITQ Diploma in IT User Skills</p> <p>Level 2 ITQ Award in IT User Skills</p> <p>Level 2 ITQ Certificate in IT User Skills</p> <p>Level 2 ITQ Diploma in IT User Skills</p> <p>Level 3 ITQ Award in IT User Skills</p> <p>Level 3 ITQ Certificate in IT User Skills</p> <p>Level 3 ITQ Diploma in IT User Skills</p>
Unit template	<p>Consists of:</p> <ul style="list-style-type: none"> • Statements of competence • Knowledge criteria • Knowledge components • Skills criteria • Skills component <p>Key skills in IT related but not integrated</p>	<p>Consists of:</p> <ul style="list-style-type: none"> • Learning outcomes • Assessment criteria <p>Skills and knowledge components are indicative and will not form the basis of assessment (unless defined through a syllabus or test specification)</p> <p>Functional skills ICT integrated into 3 new units</p>
Rules of combination	Defined in terms of points totals	<p>Defined for each level in terms of QCF unit credit values</p> <p>Spiky profile extended to include Entry level units</p>
Accreditation of prior achievement	Exemption for recognised contributing units and qualifications	No change
Assessment strategy	<p>Assessment must follow NVQ Code of Practice¹¹</p> <p>Assessment must be based on purposeful activities</p> <p>Assessors must hold a "D" or "A" award</p>	<p>Assessment must adhere to the Regulatory</p> <p>Arrangements for the QCF¹²</p> <p>Assessment for mandatory unit must demonstrate purposeful application of skills and knowledge</p> <p>Assessors must be appropriately trained</p>

Abbreviations used in this document

AB	Awarding Body
AoC	Area of Competence
APA	Accreditation of Prior Achievement
APL	Accreditation of Prior Learning
CCEA	Council for the Curriculum, Examinations and Assessment (Northern Ireland)
CQFW	Credit and Qualification Framework for Wales
DCELLS	Department for Children, Education, Lifelong Learning and Skills Wales)
FLT	Foundation Learning Tier
FS	Functional Skills
FS ICT	Functional Skills ICT
IPU	Improving Productivity using IT (mandatory unit in ITQ Certificate and Diploma programmes)
NICATS	Northern Ireland Credit Accumulation and Transfer System
NOS	National Occupational Standards
NQF	National Qualifications Framework
NVQ	National Vocational Qualification
PLTS	Personal Learning and Thinking Skills
QCA	Qualifications and Curriculum Authority
QCF	Qualifications and Credit Framework
SCQF	Scottish Credit and Qualification Framework
SQA	Scottish Qualifications Authority
SQLS	Sector Qualifications and Learning Strategy
SSA	Sector Skills Agreement
SVQ	Scottish Vocational Qualification
ULN	Unique Learner Number
VQ	Vocational Qualification
VRQ	Vocationally Related Qualification

Endnotes

1. Available for download at: www.e-skills.com/SQLS
2. See SQLS (e-skills UK, 4th April 2008) page 5.
3. For more information about the QCF visit the following link on the QCA website: www.qca.org.uk/QCF. The ITQ Framework is also designed to fit the Scottish Credit and Qualifications Framework (SCQF).
4. Further information about the regulatory requirements of QCF is available for download at: www.ofqual.gov.uk/qcf.
5. The Regulatory Arrangements for the Qualifications and Credit Framework, August 2008 are available to download here: www.ofqual.gov.uk/QCF
6. Further information about NICATS is available for download here: www.nicats.ac.uk
7. Further information about CQFW is available here: Welsh Assembly Government, Educational and Skills, CQFW
8. Trials with centres and learners commenced in 2007 for ICT Functional Skills in England. ICT Functional Skills standards have been defined from Entry 1 to Level 2. The ICT Functional Skills standards are comparable to the ICT Essential Skills standards in Northern Ireland and to the ICT Skills for Life standards in England.
9. QCA, April 2008
10. Currently 4 progression pathways have been defined for FLT in England.
11. The NVQ Code of Practice covers: administrative resources; equality of opportunity; expertise of external verifiers; centre registration and approval; and data requirements; issue of certificates; enquiries and appeals; customer service, monitoring and evaluation; use of languages/assessment; application of assessment methodology (including the role and qualifications for assessors, internal and external verifiers; sampling and external reporting); and dealing with malpractice
12. The Regulatory Arrangements for the QCF covers: Delivery of assessment – roles and responsibilities, procedures and systems, access, special consideration, personal interest, standardisation and quality assurance; Centre recognition; Award of credits; Award of qualifications; Ongoing review; Fees; Data requirements; Awards outside England, Wales and Northern Ireland; Use of languages; Appeals; Dealing with malpractice; Customer service; and Submitting qualifications for accreditation

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