

Specification

BTEC Specialist qualifications

**Edexcel BTEC Level 3 Certificate in Contact Centre
Operations (QCF)**

For first teaching September 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton
Prepared by Alex Martin

Publications Code BA025602

All the material in this publication is copyright
© Pearson Education Limited 2011

BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)

This qualification has been accredited on the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF) 600/1636/X

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being part of Apprenticeships.

Welcome to the Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from September 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)

This qualification is designed to allow learners to develop their knowledge and understanding of working in a contact centre environment.

The Level 3 Certificate in Contact Centre Operations (QCF) provides learners with an introduction to the contact centre environment, and will give them the opportunity to develop essential knowledge such as covering personal responsibilities, the principles of health and safety, and improving personal effectiveness.

Learners have a choice of optional units covering more specialist areas such as systems and technology, incident handling, legal and regulatory requirements, sales techniques, customer service and management in a contact centre which will allow them to tailor the qualification to their own needs.

Learners may progress to this qualification from the Edexcel BTEC Level 2 Certificate in Contact Centre Operations (QCF). This qualification provides progression routes to employment in the sector.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSCs) to ensure that they meet employer and learner needs — in this case the Council for Administration. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 3 Specialist qualifications?	1
Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)	2
Key features of the Edexcel BTEC Level 3 in Contact Centre Operations (QCF)	2
National Occupational Standards	2
Rules of combination	3
Rules of combination for the Edexcel BTEC Level 3 qualifications	3
Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)	4
Assessment	5
Quality assurance of centres	6
Approval	7
Quality Assurance Guidance	7
Programme design and delivery	7
Mode of delivery	7
Resources	8
Delivery approach	8
Additional and specialist learning	8
Functional Skills	8
Access and recruitment	9
Restrictions on learner entry	9
Access arrangements and special considerations	9
Recognition of Prior Learning	10
Unit format	11
Unit title	11
Unit code	11
QCF level	11
Credit value	11
Guided learning hours	11

Unit aim	11
Unit introduction	12
Learning outcomes	12
Assessment criteria	12
Unit content	12
Essential guidance for tutors	13
Units	15
Unit 204: Principles of Using Systems and Technology in a Contact Centre	17
Unit 205: Principles of Communication and Customer Service in a Contact Centre	23
Unit 206: Principles of Selling in a Contact Centre	31
Unit 207: Principles of Handling Incidents through a Contact Centre	39
Unit 208: Principles of Legal, Regulatory and Ethical Requirements of a Contact Centre	45
Unit 301: Principles of Personal and Organisational Effectiveness in a Contact Centre	51
Unit 302: Principles and Processes of Health and Safety in a Contact Centre	57
Unit 303: Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work	65
Unit 304: Principles and Processes of Systems and Technology in a Contact Centre	77
Unit 305: Principles of Customer Service in a Contact Centre	83
Unit 306: Principles of Sales Activities and Customer Support in a Contact Centre	91
Unit 307: Principles of Performance Management in a Contact Centre	99
Unit 308: Principles of Resource Planning in a Contact Centre	105
Unit 309: Principles of Incident Management through a Contact Centre	111
Further information	117
Useful publications	117
Please contact: National Occupational Standards	117
Professional development and training	118

Annexe A	119
The Edexcel BTEC qualification framework for the contact centre sector	119
Annexe B	121
Wider curriculum mapping	121
Annexe C	123
National Occupational Standards mapping	123
Annexe D	127
Mapping to Level 1 Functional Skills	127
Mapping to Level 2 Functional Skills	128
Annexe E	131
Unit mapping overview	131
Annexe F	133
Glossary of accreditation terminology	133
Annexe G	135
BTEC Specialist and Professional qualifications	135

What are BTEC Level 3 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). This BTEC Specialist qualification is recognised as the knowledge component of the contact centre Apprenticeships Framework.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)

The Edexcel BTEC Level 3 Certificate covers some of the knowledge and understanding required for employment in a contact centre environment.

The Edexcel BTEC Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 3 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 3 in Contact Centre Operations (QCF)

The Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in Annex C

The Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF) relates to the CfA Contact Centre National Occupational Standards.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 3 qualifications

When combining units for an Edexcel BTEC Level 3 in Contact Centre Operations (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)

- 1 Qualification credit value: a minimum of 16 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 10 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)

The Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF) is a 16-credit and 106-121 guided learning hour (GLH) qualification that consists of 3 mandatory units plus optional units that provide for a combined total of 16 credits. At least 10 credits must be at Level 3.

Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)			
Unit	Mandatory units	Credit	Level
301	Principles of Personal and Organisational Effectiveness in a Contact Centre	2	3
302	Principles and Processes of Health and Safety in a Contact Centre	3	3
303	Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work	4	3
Unit	Optional units		
304*	Principles and Processes of Systems and Technology in a Contact Centre	4	3
305*	Principles of Customer Service in a Contact Centre	4	3
306*	Principles of Sales Activities and Customer Support in a Contact Centre	4	3
307	Principles of Performance Management in a Contact Centre	3	3
308	Principles of Resource Planning in a Contact Centre	5	3
309*	Principles of Incident Management Through a Contact Centre	4	3
Unit	Optional Level 2 units		
204*	Principles of Using Systems and Technology in a Contact Centre	3	2
205*	Principles of Communication and Customer Service in a Contact Centre	2	2
206*	Principles of Selling in a Contact Centre	2	2
207*	Principles of Handling Incidents Through a Contact Centre	3	2
208	Principles of Legal, Regulatory and Ethical Requirements of A Contact Centre	2	2

* The following units cannot be used in combination:

304 and 204

305 and 205

306 and 206

309 and 207

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed all the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC level 3 qualification must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 3 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC level 3 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional Skills

Edexcel Level 3 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional Skills are offered as stand alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

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

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 3 in Contact Centre Operations (QCF) is accredited on the QCF for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

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

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 204:	Principles of Using Systems and Technology in a Contact Centre	17
Unit 205:	Principles of Communication and Customer Service in a Contact Centre	23
Unit 206:	Principles of Selling in a Contact Centre	31
Unit 207:	Principles of Handling Incidents through a Contact Centre	39
Unit 208:	Principles of Legal, Regulatory and Ethical Requirements of a Contact Centre	45
Unit 301:	Principles of Personal and Organisational Effectiveness in a Contact Centre	51
Unit 302:	Principles and Processes of Health and Safety in a Contact Centre	57
Unit 303:	Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work	65
Unit 304:	Principles and Processes of Systems and Technology in a Contact Centre	77
Unit 305:	Principles of Customer Service in a Contact Centre	83
Unit 306:	Principles of Sales Activities and Customer Support in a Contact Centre	91
Unit 307:	Principles of Performance Management in a Contact Centre	99
Unit 308:	Principles of Resource Planning in a Contact Centre	105
Unit 309:	Principles of Incident Management through a Contact Centre	111

Unit 204: Principles of Using Systems and Technology in a Contact Centre

Unit code:	Y/503/0365
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	21

Unit aim

This unit concerns knowing how to use features of systems and technology to handle customer contacts in a contact centre and understanding contact centre systems and technology.

Unit introduction

Contact centres use a variety of systems and technology to handle contacts with customers. Using that technology is one of the main skills for handling a full range of routine customer contacts. You need to use many features of the systems and technology. You also need to draw down information from the system to generate simple and defined reports. As an agent in a contact centre use of the technology is a key part of the job.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to use features of systems and technology to handle customer contacts in a contact centre	1.1 Describe the purpose of a contact distribution system and how it works 1.2 State procedures for accessing customer information and customer contact handling 1.3 Describe how to adjust individual system settings to facilitate communication with customers 1.4 Describe the functionality of a contact distribution system that facilitates customer service
2 Understand contact centre systems and technology	2.1 Describe the customer and contact information needed to produce work plans 2.2 Describe the features of systems used to produce customer information and contact handling reports 2.3 Explain the importance of checking reports before distribution 2.4 Explain the benefits of systems and technology to customers and contact centres

Unit content

1 Know how to use features of systems and technology to handle customer contacts in a contact centre

Contact centre distribution systems: role of contact centres; role of contact centres within organisations; key sectors and industries using contact centres; the customer's role and importance; types of contact centre services and systems eg customer service, direct sales, technical support; emergency call handling eg switchboard, reception; points of contact; hours of opening; contact centre structure, staffing levels, skills needs, personal and professional qualities; guidelines and procedures for handling calls and accessing customer information

Customer information and contact handling: key performance indicators – quantity eg percentage calls answered – and quality measurements eg quality of call; monitoring calls; organisational targets; quality standards; customer surveys; recording customer calls; organisational performance eg vision, mission, goals, value statements; individual measurements and performance; evaluating and improving performance; feedback

System setting adjustment: methods used to adjust individual settings to facilitate communication with customers

Uses and functionality of contact centre systems: technology to include automated call distributors, website portals offering options or services, internal voice recognition, automatic outbound calling tools; specialist software eg call traffic monitoring, customer relationship management, call blending software; workstation technology eg call handling hardware, customer relationship management, customer database, intranet, internet, complaints system

2 Understand contact centre systems and technology

Customer and contact information and work plans: type of products and services available; target markets; capacity of products and services; unique selling points; life expectancy; maintenance/supplies needed; competition; creating a positive impact with the customer; establishing call objectives; following call conduct guidance ie call answering techniques; projection of the right image and qualities needed eg tone, clarity, confidence, courtesy; establishing identity of caller, following call handling script; level of detail required to process transactions, confirming details of arrangements, security of information; typical contact centre work plans

System features and reports: features of systems used to produce customer information and contact handling reports

Report checking: importance of checking the accuracy of reports before distribution eg work efficiency, personal and team reputation and pride, customer satisfaction, meeting targets

Benefits of using systems and technology in contact centres: benefits to customers and contact centres of systems used to produce customer information and contact handling reports eg efficiency, cost reduction

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of using systems and technology within contact centres. Learners need to know and understand:

- the features of the systems and technology used to handle customer contacts
- how to use the systems and technology used to handle customer contacts.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the systems and technology used to handle customer contacts within contact centres.

Developing knowledge of issues relating to the use of systems and technology used to handle customer contacts within a contact centre environment which is gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing customer contact, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre which deals with customer contact will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why systems and technology is used in their centre and how they use the centre's communication systems to feedback to relevant individuals. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann, 2007)
ISBN 139780435465292

Carlaw P & Deming VK – *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 139780135063972

Journal

Customerfirst (Institute of Customer Service)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.callcentre.co.uk	Call centre news and information
www.cfa.co.uk	Council for Administration
www.contactcentreworld.com	Contact Centre World
www.instituteofcustomerservice.com	Institute of Customer Service
www.ofcom.org.uk	Ofcom

Unit 205: Principles of Communication and Customer Service in a Contact Centre

Unit code:	L/503/0377
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	12

Unit aim

This unit concerns knowing the rules of communication and customer service, understanding how to deliver customer service through a contact centre and knowing how to communicate with internal or external customers in written or electronic form in a contact centre.

Unit introduction

Effective communication is an essential part of contact centre operations. Many communications are relatively standard and are covered by organisational guidelines. Communication with customers can be carried either verbally and/or in writing and each of these methods demands different skills. Communication can be in different contexts according to who initiated the contact and the groups of services and/or products you are dealing with.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the rules of communication and customer service in a contact centre	1.1 Describe procedures for greeting and identifying customers and closing and recording customer contact 1.2 Describe the regulatory requirements for dealing with customers 1.3 Describe what is meant by a service offer 1.4 Describe how the service offer is communicated to customers
2 Understand how to deliver customer service through a contact centre	2.1 Explain the features and benefits of products and/or services offered or supported by a contact centre 2.2 Explain why it is important to identify and confirm customers' needs 2.3 Explain how to make matches to products and/or services from information provided by customers 2.4 Explain the importance of informing customers of what is happening and the reasons for any constraints or limitations 2.5 Explain the techniques for establishing a rapport with customers

Learning outcomes	Assessment criteria
3 Know how to communicate with internal or external customers in written or electronic form in a contact centre	<p>3.1 Describe how to identify when a customer would benefit from written or electronic communication</p> <p>3.2 Describe the importance of adhering to guidelines for written or electronic communications</p> <p>3.3 Describe how the language used in written or electronic communication affects customers' attitudes</p> <p>3.4 Describe the importance of proof-reading before sending written or electronic communications</p>

Unit content

1 **Know the rules of communication and customer service in a contact centre**

Greeting customers: company guidelines; appropriate greeting; tone of voice; offering assistance; appropriate form of address; use of customer's name; methods used to identify customers eg answers to previously identified personal information

Being positive and showing respect towards customers: using their name; sir/madam; not disagreeing; meeting their needs; being polite; offering assistance; showing respect under any circumstances (quiet period, busy period, when staff missing, interruptions, resources not available, supervisor/line manager/senior staff not available)

Completing communication: thanking customer; tone of voice; appropriate form of address; use of customer's name; offering further assistance; confirmation of service

Regulatory requirements: current, relevant legislation and regulations to include: equal opportunities (treating everyone as equal, making allowances for customers with disability, treating both genders equally); racial and gender discrimination (not discriminating because of race, or sexual orientation); disability discrimination (access, 'seeing the person, not the disability'); diversity; avoiding assumptions; compliance with Equality Acts 2010 (unlawful to treat people with disabilities less favourably for a reason related to their disability, requirement to make 'reasonable adjustments' for people with disabilities); compliance with Race Relations Acts (protection against discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions); compliance with Sex Discrimination Acts (protection against discrimination on the grounds of sex, marital status, gender reassignment); compliance with Equality Act 2010

Importance of confidentiality: customer data (address, telephone number, spending patterns, debt, credit and debit card details, details of purchases, use to criminals, use to fraudsters, use to competitors); organisational data (sales figures, profit margins, use to competitors; use to criminals); staff data (addresses, home telephone numbers, use by criminals, head-hunters, fraudsters); compliance with Data Protection Act 1998 (written documents kept under lock, access limited to authorised persons, password for access to computer information, only recording relevant information, not passing information to unauthorised third parties, checking authority)

Other legislation: Financial Services and Markets Act 2000 (customers protected against misselling, protection against fraud, seven-day opt out from agreement clause); Trade Descriptions Act 1968 (goods must be fit for purpose, sales staff must give accurate descriptions, services must be as described); Consumer Credit Act 1974 (14-day opt-out clause for customers, protection for customer if supplier fails to deliver goods/services); Consumer Protection (Distance Selling) Regulations 2000 (give consumers clear information on details of the goods or services offered, delivery arrangements and payment, the supplier's details, the consumer's cancellation right before they buy, cooling-off period of seven working days, providing information in writing); Supply of Goods and Services Act 1982 (carrying out a service with reasonable care and skill within a reasonable time at no more than a reasonable charge, compensation for failure to carry out contract, goods supplied must be as described, of satisfactory quality and fit for purpose)

Service offer: definition of 'service offer'; organisational procedures (communicating service offer to customers, keeping records, dealing with enquiries, handling financial transactions, refunds policy, contractual agreements with customers); trade body codes of conduct (Institute of Customer Service, ABTA, Financial Service Authority)

2 **Understand how to deliver customer service through a contact centre**

Preparing to deal with customers: methods used to develop knowledge of the features and benefits of products and/or services offered eg induction period, courses; importance of knowing the features and benefits; preparing work area (clean, tidy, safe, well lit, sufficient resources and information at hand); techniques used to establish rapport with the customer eg using their correct name; sir/madam; not disagreeing; being polite; showing respect under all circumstances, following company guidelines

Identifying customer needs: importance of identifying and confirming customer needs eg to provide excellent customer service, to meet targets, to reduce complaints; methods used to match customer needs to products and/or services eg use of databases, information leaflets, personal knowledge and experience

Informing customers: importance of keeping customers informed of progress eg maintaining customer satisfaction, loyalty, company reputation, meeting service offer; methods of keeping customer informed eg telephone, written, electronic messaging; reasons for passing them on to other people/organisations eg limitations of authority, organisational procedures, ability to deliver; methods of delivering apologies (saying sorry, explaining reasons, offering to correct fault, offering to put right the problem, offering refund, offering new product)

3 Know how to communicate with internal or external customers in written or electronic form in a contact centre

Communicating with customers: company guidelines for dealing with customers (external, internal); being prompt; keeping customers informed; being positive; using customer's names; being polite; sir/madam; not disagreeing; reasons for understanding and meeting customer needs eg requests for written communications when verbal communications are difficult; benefits of using alternative forms of communication eg clarifying the offer, following company or regulatory requirements; importance of following company guidelines when dealing with customers eg maintaining company policies, brand, reputation

Quality of communication: reasons why all communication should be clear and accurate (proofread) eg company style, regulatory, customer satisfaction, business efficiency, signed-off by senior staff; tone of voice; type of language (verbal and written) used; affect of language on customers eg placatory, antagonistic

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of customer service within contact centres. Learners need to know and understand:

- the rules of communication and customer service
- how to deliver customer service
- how to communicate verbally and in written form with customers.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the processes used to deliver customer service within contact centres.

Developing knowledge of issues relating to the issues surrounding communications with customers within a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing customer service, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre which deals with customer service will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why customer service is managed in their centre and how they use the centre's communication systems to feedback to relevant individuals. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann, 2007)
ISBN 139780435465292

Carlaw P & Deming VK – *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 139780135063972

Journal

Customerfirst (Institute of Customer Service)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.callcentre.co.uk	Call centre news and information
www.cfa.co.uk	Council for Administration
www.contactcentreworld.com	Contact Centre World
www.instituteofcustomerservice.com	Institute of Customer Service

Unit 206: Principles of Selling in a Contact Centre

Unit code: M/503/0386

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 14

Unit aim

This unit concerns knowing the process of selling in a contact centre, understanding the use of information for sales activities and how to make sales through a contact centre.

Unit introduction

Many contact centres carry out direct sales activities. Some sales are the result of incoming contacts from customers. Other sales are the result of outgoing contacts made from the contact centre. Some sales opportunities result from general information and support exchanges with customers who then develop an interest in additional services or products. In any of these situations you must be familiar with the services and/or products that can be offered and with sales techniques that enable you to make the most of sales opportunities that arise.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the process of selling in a contact centre	1.1 Describe procedures for greeting and identifying customers, authorising payment and closing and recording customer contacts 1.2 Describe the regulatory requirements for selling to customers 1.3 Describe what is meant by a "service offer" 1.4 Describe how the service offer is communicated to customers
2 Understand the use of information for sales activities in a contact centre	2.1 Describe the information needed about products and/or services needed to support sales activities 2.2 Explain how to obtain sufficient information from customers to enable a sale 2.3 Explain the link between product and/or service and customer information and sales opportunities 2.4 Explain how to find new customers for products and/or services

Learning outcomes	Assessment criteria
3 Understand how to make sales through a contact centre	<p>3.1 Describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported</p> <p>3.2 Explain why it is important to identify and confirm customers' needs</p> <p>3.3 Explain how to make matches to products and/or services from information provided by customers</p> <p>3.4 Explain the importance of informing customers of what is happening and the reasons for any constraints or limitations</p> <p>3.5 Explain the techniques for establishing a rapport with customers</p> <p>3.6 Explain how to up-sell and cross-sell</p>

Unit content

1 Know the process of selling in a contact centre

Procedures: greeting customers eg organisational procedures for language; identifying customers eg link customer with existing organisational records, organisational procedures to confirm customer identify; authorising payment eg following organisational and legal procedures, ensure customer clear about amount to be charged; closing and recording customer contacts eg obtain all necessary information, update customer records, data protection

Regulatory requirements: regulation eg Financial Services Authority, Office of Fair Trading, Trading Standards; legislation eg Data Protection Act, Trade Descriptions Act, Sale of Goods Act, consumer protection legislation

Service offer: extent of customer service an organisation offers eg products and/or services available, supporting customers eg help and advice, after sales service, dealing with problems eg full refunds, replacement goods; unique service offers

How service offer is communicated to customers: during the selling process eg as sales adviser is dealing with customer enquiry or purchase; information received with delivery of goods; marketing activities eg mail shots, promotional campaigns

2 Understand the use of information for sales activities in a contact centre

Information needed to support sales activities: customer information eg held by the organisation, feedback, market research; sales data eg direct sales activities; product/service performance

Obtaining sufficient information from customers: methods eg telephone surveys, postal surveys; during the selling process eg identify key information to obtain, appropriate questions to facilitate this

Link between product and/or service and customer information and sales opportunities: identified gaps in the market, how to improve on competitor offers; sales data eg analyse against customer and market data, inform sales plan and targets eg opportunity for cross and up selling

New customers for products and/or services: market research activities eg demand for own product/services, demand for similar product/services; analyse results to identify new customer types eg to include in sales plans

3 Understand how to make sales through a contact centre

Explaining features and benefits of products and/or services: create sales opportunities; meet customer needs eg remove any preconceptions, match specific features and benefits to customer needs, encourage repeat business; demonstrate up-to-date product knowledge

Importance of identifying and confirming customer needs: recommend appropriate product or service eg customer satisfaction, avoid complaints or returns

Match products and/or services based on customer information: map key features and benefits against customer requirements ;identify areas/features that are most important to the customer; techniques eg active listening, open questions

Importance of keeping customers informed: good customer service eg customer aware of situation, opportunities to choose another product or services

Techniques for establishing rapport with customers: active listening; asking customers questions; demonstrate product knowledge eg inspire customer confidence; appropriate manner eg polite, helpful, do not rush customers; adapt style and approach to suit customer

Cross-selling and up-selling: identify opportunities eg listen for key words that point to opportunities; select appropriate product or service eg add value to the customer experience, group similar add ons, must be related to what customers are buying, natural upgrades; protect existing relationships eg do not suggest unrelated products/services, do not suggest too large a number

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of selling within contact centres and how to make a sale. Learners need to know and understand:

- organisational procedures for dealing with customers, from the initial greeting to closing the customer contact
- the regulations that apply to selling to customers
- how to obtain and use information to support sales activities
- how to make a sale, including establishing customer needs and matching these to appropriate products and services.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the selling process within a contact centre.

Knowledge of issues relating to sales in a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who carry out a sales function within a contact centre, for example a sales adviser, where possible, and through the use of guest speakers and video or DVD training programmes.

For example, a presentation by a contact centre sales manager will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how sales activities are handled in their centre and how all staff work to ensure customers receive the appropriate product and service and have a positive customer service experience. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with the associated regulations, of obtaining appropriate and sufficient information, of supporting customers through the selling process and of maximising sales opportunities.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bacal R – *Perfect Phrases for Customer Service* (McGraw Hill Professional, 2005)
ISBN-10007144453X

Freemantle D – *The Buzz 50 Little Things That Make a Big Difference to Serve Your Customers* (Nicholas Bentley Publishing, 2004) ISBN 1857883470

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN-100471768693

Magazines

Call Centre Focus

Call Centre Helper

Customer First – Institute of Customer Service

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. Other websites address legislation and regulatory issues. The following may be useful:

www.callcentre.co.uk	Call centre news and information
www.contactcentreworld.com	Contact Centre World
www.instituteofcustomerservice.com	Institute Of Customer Service
www.legislation.gov.uk	Official home of UK legislation
www.tradingstandards.gov.uk	Trading Standards Institute

Unit 207: Principles of Handling Incidents through a Contact Centre

Unit code: M/503/0405

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 18

Unit aim

This unit concerns knowing the standards and procedures for dealing with incidents in a contact centre, understanding how to use contact centre communications systems to deploy incident management resources and how to deal with incidents reported to a contact centre.

Unit introduction

Some contact centres have specific responsibilities for dealing with emergency contacts. This involves contacts where the person expects the contact centre to be immediately responsive. The work demands close attention to previously established procedures that are designed to identify what is needed as quickly and accurately as possible. That is followed by effective and controlled communication with those who can respond quickly and provide the help that has been requested.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the standards and procedures for dealing with incidents in a contact centre	1.1 Describe the standards and procedures for handling incidents 1.2 Describe techniques for controlling conversations with contacts 1.3 Describe how to prioritise reported incidents 1.4 Describe the information needs of those taking action over incidents 1.5 Describe why and to whom to escalate incident responses
2 Understand how to use contact centre communications systems to deploy incident management resources	2.1 Explain how to choose the most efficient means to communicate with those dealing with the incident 2.2 Explain the agreed conventions of wording, codes, style and approach for different media options
3 Understand how to deal with incidents reported to a contact centre	3.1 Describe the impact of regulation or legislation on incident management 3.2 Explain the use of decision trees 3.3 Explain the basis on which incidents should be escalated 3.4 Describe the limitations of the instructions and advice that can be passed on to someone reporting an incident 3.5 Describe the type and extent of resources available to deal with incidents

Unit content

1 Know the standards and procedures for dealing with incidents in a contact centre

Standards and procedures: eg responsibilities on the scene, determining level of response, response times, lines of reporting; for providing information eg accurate, to the correct people, within timescales; completing and maintaining necessary records; sources of advice and information

Techniques for controlling conversations: tone and manner eg remaining calm, controlled, reassuring; questioning and listening techniques eg obtain key details, confirm own understanding, caller clear about proposed action/response

Prioritise reported incidents types of incident eg non-routine, major, emergency, fire, accident, terrorist; Civil Contingencies Act definitions; causes eg human error, natural, chemical reaction, technological failure; nature of the incident eg level of risk, level of threat posed, casualties; organisational procedures eg criteria to determine level of response; inter-agency approaches and agreements

Information needs: access to accurate, timely information; type and seriousness of the incident eg number of casualties, level of damage, risks and threats, agencies already on-site; maintaining information flow

Escalate incident responses: organisational procedures for assessing incidents eg categories of incident, criteria; ensure correct level of response eg number and type of personnel, equipment, informing other agencies; organisational lines of reporting eg communications cascade system, operational (bronze), tactical (silver), strategic (gold) chain of command, external agencies, on-site teams

2 Understand how to use contact centre communications systems to deploy incident management resources

Efficient means to communicate: providing accurate information; within necessary timeframes; keeping appropriate people informed eg incident log; communication channels; how and when to communicate with external organisations and agencies eg frequency and type of contact with those on-site; communication methods eg mobile voice (radio, telephone), fixed voice (telephone, intercom), electronic (email, data transfer)

Conventions of wording, codes, style and approach for different media options: organisation's standard wording and codes for communication eg clear speech wording, radio codes; inter-agency understanding; tactical language eg terrorist incident, encryption, sensitive communications

3 Understand how to deal with incidents reported to a contact centre

Impact of regulation or legislation: relevant legislation and regulations eg Health and Safety at Work Act, Control of Substances Hazardous to Health Regulations (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Hazard Analysis Critical Control Points (HACCPs), HSE regulations; Civil Contingencies Act; role of statutory agencies eg highways department; requirement for internal and external audits eg risk assessment, public scrutiny of incident management; impact on own job role; organisational and individual legal responsibilities; need for staff training and updating

Use of decision trees: model of decisions and possible consequences eg chance event outcomes, resource costs; decision analysis eg identify appropriate strategy, course of action, issues and relationship between events

Basis on which incidents should be escalated: following initial assessment eg feedback from on-site team; against established criteria eg level of threat, potential for harm or injury; correct reporting lines eg command chains in the emergency services

Limitations of instructions and advice: in line with organisational policies and procedures eg authority level of job role; potential for miscommunication eg ineffective communication methods, equipment limitations; unfamiliar situations; uncertainty of on-site situation eg on-site team out of contact range

Type and extent of resources available: providing accurate information to deploy resources eg equipment, tools, people; specialist resources eg emergency medical team, bomb disposal, underwater search; use and coordination of ICT resources; inter-agency cooperation; cost implications; voluntary agencies eg St John Ambulance, British Red Cross.

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of incident handling through contact centres. Learners need to know and understand:

- the standards and procedures for dealing with incidents
- how to prioritise and escalate incidents
- how to use the contact centre's communication systems to deploy resources
- how to maintain effective communication with those dealing with the incident.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of handling incidents within contact centres.

Knowledge of issues relating to handling incidents in a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing incident handling, for example a duty officer, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager of a contact centre which deals with incidents will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how incident handling is managed in their centre and how they use the centre's communication systems to deploy the appropriate resources. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, of prioritising incidents and allocating resources correctly, and of communicating effectively with all involved, and the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Department of National Heritage (now DCMS) – *Guide to Safety at Sports Grounds (The Stationery Office, 1997)* ISBN 0 1130 0095 2

Frostick S et al – *Safety and Security at Sports Grounds* (Paragon Publishing, 2005) ISBN 9781899820146

Health and Safety Executive – *Emergency Planning for Major Accidents: Control of Major Accident Hazards Regulations 1999* (HSE Books, 1999) ISBN 0717616959

Health and Safety Executive – *Essentials of Health and Safety At Work (HSE Books, 2006)* ISBN 9780717661794

Health and Safety Executive – Investigating Accidents and Incidents HSG 245 (HSE Books, 2004) ISBN 9780717628278

Major Incident Procedure Manual (6th edition) (London Emergency Services Liaison Panel, 2004)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. County or borough council major incident plans/guides are available on council websites. Other websites address legislation and regulatory issues. The following may be useful:

www.britsafe.org	British Safety Council
www.callcentre.co.uk	Call centre news and information
www.contactcentreworld.com	Contact Centre World
www.hse.gov.uk	Health and Safety Executive
www.iosh.co.uk	Institution of Occupational Safety and Health
www.jems.com	Emergency services resources
www.rospa.com	Royal Society for the Prevention of Accident

Unit 208: Principles of Legal, Regulatory and Ethical Requirements of a Contact Centre

Unit code:	F/503/0411
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	15

Unit aim

This unit concerns understanding of a contact centre's procedures and limits for dealing with its legal, regulatory and ethical requirements.

Unit introduction

Contact centres have systems and procedures to ensure that they comply with legal, regulatory and ethical requirements.

Those systems and procedures are guided by policies that seek to balance the business needs of the contact centre with the requirements of the legal, regulatory and ethical requirements.

Policies and procedures must be reviewed and developed from time to time and, if appropriate, adjusted to reflect changes in the legal, regulatory and ethical requirements while meeting operational needs in a contact centre.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements in a contact centre	1.1 Describe an organisation's procedures for raising legal, regulatory and ethical concerns 1.2 Explain the scope of legal, regulatory and ethical requirements in a contact centre 1.3 Explain how the legal, regulatory and ethical requirements relate to a contact centre 1.4 Describe internal and external sources of information on legal, regulatory and ethical requirements 1.5 Explain how an "ethical approach" affects a contact centre 1.6 Explain the importance of contract law in a contact centre
2 Understand the legal, regulatory and ethical limits of contact centre work	2.1 Explain the legal, regulatory and ethical requirements relevant to the role 2.2 Describe the potential consequences of not complying with legal, regulatory or ethical requirements 2.3 Explain the importance of working within the limits of the role, responsibilities and authority 2.4 Explain the process for reporting legal, regulatory and ethical concerns 2.5 Explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations

Unit content

1 Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements in a contact centre

Contact centres: role of contact centres; role of contact centres within organisations; key sectors and industries using contact centres; the customer's role and importance; types of contact centre services eg customer service, direct sales, technical support, emergency call handling, reception; points of contact; hours of opening; technology; processes

Legal requirements: current, relevant legislation to include the Equality Act 2010, the Data Protection Act 1998, the Health and Safety at Work Act 1974, the Manual Handling Operations Regulations 1992, the Provision and Use of Work Equipment Regulations 1996, the Health and Safety (Display Screen Equipment) Regulations 1992 and 2002, protection of whistleblowers, contract law; reasons why they exist, their importance and how they relate to contact centres

Regulatory requirements: current, relevant Ofcom regulations eg monitoring and recording calls; Ofcom codes of practice eg complaints handling; reasons why they exist and relate to contact centres

Ethical requirements: definition of 'ethics' and an 'ethical approach'; social ethics; personal ethics; fair trading; employee rights; potential situations eg intensive employee performance monitoring and management; reasons why they exist and how they can affect contact centres

Organisational procedures: relating to raising legal, regulatory and ethical concerns; internal and external sources of information on legal, regulatory and ethical requirements eg library, internet, intranet

2 Understand the legal, regulatory and ethical limits of contact centre work

Contact centre people, teams and job roles: contact centre structures; job roles; levels of authority and limitations of authority (relating to legal, regulatory and ethical requirements); staffing levels; skills needs; personal and professional qualities; importance of the clarity of communication with customers to ensure common understanding of agreements and expectations

Legal, regulatory and ethical requirements: importance of working within the limits of the role, responsibilities and authority; potential consequences for failing to comply with responsibilities

Reporting processes: organisational processes for reporting legal, regulatory and ethical concerns

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the legal, regulatory and ethical requirements within contact centres. Learners need to know and understand:

- an organisation's procedures for dealing with legal, regulatory and ethical requirements
- the legal, regulatory and ethical limits of contact centre work.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the procedures and limits for dealing with legal, regulatory and ethical requirements within contact centres.

Developing knowledge of issues relating to legal, regulatory and ethical requirements within a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing an organisation's procedures, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre which deals with an organisation's procedures will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why their centre has procedures and limits to deal with legal, regulatory and ethical requirements and how they use the centre's communication systems to feedback to relevant individuals. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bee, R and F – *Learning Needs Analysis and Evaluation* (Chartered Institute of Personnel and Development, 2003) ISBN 9780852929674

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

Wellington, P – *Effective People Management* (Kogan Press, 2011)
ISBN 9780749462857

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

Winstanley, D – *Personal Effectiveness* (Chartered Institute of Personnel and Development, 2005) ISBN 9781843980025

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.callcentre.co.uk	Call centre news and information
www.ccma.org.uk	Call Centre Management Association
www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.contactcentreworld.com	Contact Centre World
www.ofcom.org.uk	Ofcom

Unit 301: Principles of Personal and Organisational Effectiveness in a Contact Centre

Unit code: F/503/0358

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 14

Unit aim

This unit concerns understanding how to use feedback on performance and how to improve personal and organisational performance in a contact centre.

Unit introduction

Personal development and your contribution to organisational effectiveness are important components of organisational performance and improvement. This involves taking learning opportunities and obtaining and using feedback. More senior colleagues such as team leaders are expected to take ownership of their own learning and development. They may also be expected to contribute to buddying and coaching of less experienced colleagues. Those less experienced staff are expected to participate in learning activities and to use feedback in their own way. The overall pattern of personal development and contribution to organisational effectiveness must be organised as must formal feedback and development of procedures to encourage development.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to use feedback on performance in a contact centre	1.1 Explain the importance of different sources of feedback about performance to the personal development process 1.2 Describe how to analyse feedback from different sources to inform personal development plans 1.3 Explain the role of the performance review process in improving personal effectiveness and performance
2 Understand how to improve personal and organisational performance in a contact centre	2.1 Describe the importance of taking ownership for developing within the job role 2.2 Explain the techniques for assessing strengths and areas for development against job role requirements and priorities 2.3 Identify how different reasons for personal development affects the type of development resources needed 2.4 Explain the advantages and disadvantages of different formal and informal learning opportunities 2.5 Describe how the use of personal development resources contributes to improved performance and organisational effectiveness 2.6 Explain the requirements of an effective personal development plan 2.7 Explain the importance of reviewing performance and progress against personal and organisational development objectives 2.8 Explain the techniques for measuring improvements in personal and organisational performance

Unit content

1 Understand how to use feedback on performance in a contact centre

Performance reviews: role of the performance review process in improving personal effectiveness and performance; importance of personal development plans and the review process; review types focusing on corporate goals; review types focusing on personal and career goals; review processes; best practice for reviews; skills profile; dismissals eg fair and unfair; ACAS guidelines to review legal dismissals

Feedback from performance reviews: feedback sources eg 180 degree, 360 degree, against agreed targets; analysis of information from different sources eg against targets, advantages and disadvantages of different sources of information; company guidelines for performance review process and feedback

2 Understand how to improve personal and organisational performance in a contact centre

Improving performance: methods used to plan and organise own and others' work; clear, realistic objectives incorporating organisational objectives and standards; criteria to measure work progress; use of time and other resources; contingency plans; prompt decision making; importance of reviewing and adjusting development plans on a regular basis; combining the needs of the business with the needs of the employees; induction integration of new staff; importance of taking responsibility for own development and performance eg job satisfaction, developing skills; techniques used to identify strengths and areas for development against job role and work priorities eg job specifications, regular reviews; requirements required for personal development plan eg time, finance, course availability; factors affecting personal and career development eg ambition, financial, job satisfaction; techniques used to measure improvements in personal and organisational performance eg against organisational key performance indicators (KPIs)

Learning opportunities: advantages and disadvantages of formal and informal learning opportunities eg cost, time required, availability, relevance, industry acceptance; discussing learning opportunities with others eg line managers, mentors, others doing similar jobs, colleagues; benefits eg ensuring accuracy of knowledge, learning from others, checking understanding, achieving qualification; learning styles; resources available for learning eg time, finance

Benefits of personal development: identifying and developing individual and team strengths eg product knowledge, experience in customer service, ability in managing teams, improved qualification base, improved customer service experience); identifying and managing individual and team weaknesses eg lack of product knowledge, inappropriate qualifications, confidence, manner when dealing with customers.

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of personal and organisational effectiveness within contact centres. Learners need to know and understand:

- how to use feedback on performance
- how to improve personal performance
- how improved personal performance contributes to organisational performance.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the processes used to develop personal effectiveness within contact centres.

Developing knowledge of issues relating to personal effectiveness within a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing personal effectiveness, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre which deals with job roles of individuals and teams will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why the review system is managed in their centre and how their centre's efficiency is improved by developing staff. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bee, R and F – *Learning Needs Analysis and Evaluation* (Chartered Institute of Personnel and Development, 2003) ISBN 9780852929674

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

Wellington, P – *Effective People Management* (Kogan Press, 2011) ISBN 9780749462857

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

Winstanley, D – *Personal Effectiveness* (Chartered Institute of Personnel and Development, 2005) ISBN 9781843980025

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.callcentre.co.uk Call centre news and information

Unit 302: Principles and Processes of Health and Safety in a Contact Centre**Unit code:** L/503/0363**QCF Level 3:** BTEC Specialist**Credit value:** 3**Guided learning hours:** 18

Unit aim

This unit concerns understanding health and safety risk assessment in a contact centre, compliance monitoring of health and safety requirements and the principles of health and safety in a contact centre.

Unit introduction

Work in a contact centre is subject to relevant health and safety regulation and legislation. Everybody has individual responsibility to protect the health and safety of colleagues, customers, the public and themselves. Health and safety systems and activities must be monitored to ensure that all appropriate actions are being taken.

Monitoring must include checks that the organisation is complying with regulations and organisational procedures to meet specific health and safety needs. Monitoring activities must include guidance for colleagues on the steps that need to be taken to meet health and safety requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand health and safety risk assessment in a contact centre	1.1 Explain the factors to be taken into account when identifying health and safety risks 1.2 Describe processes and standards for scheduled risk audits 1.3 Explain the personal and business consequences of hazards to the contact centre 1.4 Describe the actions to be taken to reduce hazards
2 Understand compliance monitoring of health and safety requirements in a contact centre	2.1 Describe the components of a health and safety compliance monitoring plan 2.2 Explain who needs to be made aware of the results of compliance monitoring and why 2.3 Explain the consequences of non-compliance with requirements
3 Understand the principles of health and safety in a contact centre	3.1 Explain how regulations and legislation affect health and safety 3.2 Describe the information and advice needs of different roles on health and safety matters 3.3 Describe the advantages and disadvantages of different methods of communication on health and safety matters 3.4 Explain the importance of health and safety risk assessments within general health and safety audits

Unit content

1 Understand health and safety risk assessment in a contact centre

Factors: organisational procedures and policies eg to ensure compliance with relevant legislation and regulations, staff views and concerns; building eg number of floors, office layout, facilities; resources eg equipment, number of staff, working hours; seriousness of potential hazards and risks eg injury, accidents, long-term hazards; cost eg disruption to business activities

Processes and standards: organisational processes eg routine and spot checks; risk assessments eg objectives, action plans to reduce or remove risk; organisational and legal requirements eg schedule of audits, HASAWA; standards eg to measure compliance, identify good or bad practice; sources of advice and information eg health and safety officer, HSE

Personal and business consequences of hazards: personal eg injury, accidents; business eg absenteeism, poor staff morale, non-compliance with legal and regulatory requirements

Actions to reduce hazards: likelihood of hazard to cause harm; organisational procedures eg actions to minimise risk; in line with legal and regulatory requirements; raising awareness and reporting of hazards as appropriate eg to colleagues, managers, in line with limits of own authority

2 Understand compliance monitoring of health and safety requirements in a contact centre

Components of a health and safety monitoring plan: eg areas to be covered, performance measures, risks likely to cause accidents or injury; responsibility for actions eg who is responsible for implementation, timescales for implementation, dates of regular monitoring checks; suggestions for improvement eg training and development needs

Who needs to be made aware of results and why: all employees eg to ensure compliance with organisational and legal requirements in own role; management eg inform development or review of policies and procedures, identify staff training needs, aware of ongoing issues; health and safety officers eg to update records

Consequences of non-compliance: for staff eg risk of injury, accidents, , disciplinary action; breach of legal and regulatory requirements eg HASAWA, served with HSE notice; legal action eg prosecution, fines; negative media coverage; loss of business eg damaged reputation, financial consequences, competitive disadvantage

3 Understand the principles of health and safety in a contact centre

Effect of regulations and legislation: relevant legislation and regulations eg Health and Safety at Work Act, Control of Substances Hazardous to Health Regulations (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); Health and Safety (Display Screen Equipment) Regulations; requirement for internal and external audits eg risk assessment, HSE inspection; impact on own job role, others eg visitors, customers; staff training and updating

Information and advice needs: organisational policies and procedures eg control measures in place, standards for measuring compliance; legal and regulatory requirements; specific to job role eg information from performance monitoring for managers, data on accidents and injuries for health and safety officers

Advantages and disadvantages of different communication methods: written eg cover complex and essential information, may not always be read, limited opportunity to ask questions/give feedback; verbal eg face-to-face opportunity to ask questions, can check understanding, poor presentation can result in misunderstanding or defensiveness; impact of effective and ineffective communication skills

Importance within general health and safety audits: results can be used to improve organisational performance eg develop or review organisational policies and procedures, ensure compliance with legal and regulatory requirements, identify where action or staff training is needed

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles and processes of health and safety within contact centres. Learners need to know and understand:

- organisational procedures relating to health and safety
- the importance of complying with these procedures and the relevant legislation and regulations
- how to identify hazards and minimise risk
- compliance monitoring of health and safety requirements
- health and safety information and advice needs within the workplace, including communication methods.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of health and safety processes in the workplace.

Knowledge of issues relating to health and safety in a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for carrying out risk assessments and compliance monitoring of health and safety, for example a health and safety representative, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a contact centre manager will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how they risk assess and monitor compliance with health and safety requirements in their centre, how they address the information and advice needs of different job roles, and how they communicate key messages. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of having effective systems in place and the consequences of non-compliance with health and safety requirements.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Duncan M, Cahill, F and Heighway, P – *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace* (Lawpack Publishing Limited, 2006) ISBN 9781905261246

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

HSE – *Investigating Accidents and Incidents* HSG 245 (HSE Books, 2004)
ISBN 9780717628278

HSE – *Management of Health and Safety at Work* L21 (HSE Books, 2000)
ISBN 9780717624881

HSE *Work with Display Screen Equipment: Health and Safety (Display Screen Equipment) Regulations 1992* (HSE Books, 2003) ISBN 978-0717625826

Pritchard J and Kemshall H (editors) – *Good Practice in Risk Assessment and Risk Management* (Jessica Kingsley, 1996) ISBN 9781853023385

Leaflets

Five Steps to Risk Assessment (HSE Publications)

Health and Safety Law: What you should know (HSE Publications)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. Other websites address legislation and regulatory issues. The following may be useful:

www.britsafe.org	British Safety Council
www.callcentre.co.uk	Call centre news and information
www.contactcentreworld.com	Contact Centre World
www.hse.gov.uk	Health and Safety Executive
www.hsebooks.co.uk	Health and Safety Executive Books
www.iosh.co.uk	Institution of Occupational Safety and Health
www.rospa.com	Royal Society for the Prevention of Accidents

Unit 303:

Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work

Unit code:	D/601/7644
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	32

Unit aim

This unit is about understanding one's own responsibilities for action in a business environment, including legislative and contractual responsibilities and ways of managing and evaluating own work effectively.

Unit introduction

This unit provides an opportunity for learners to understand their own responsibilities in a work environment. It is important for learners to understand the business environment in which they work, particularly in relation to organisational procedures. In this unit learners will examine the legal responsibilities of both the employer and employee in matters relating to health, safety and security of the work environment, maintaining the safety of equipment and working areas, and preventing risks to themselves and others.

All employees should have a good understanding of contracts of employment. In this unit learners will examine a contract of employment to develop their understanding of the various clauses usually contained within a contract, and will gain an understanding of employment legislation relating to equal opportunities issues of equality and diversity, and employee rights and responsibilities.

Understanding how to manage own work is a key aspect of administrative work. It is important for learners to appreciate the implications of planning and prioritising work to meet deadlines, and keeping others informed of progress. In this unit learners will explore ways of planning own work and dealing with pressure at work. They will investigate how to evaluate their own performance, and through receiving feedback, recognise where improvements are needed to develop skills to take on new responsibilities. This will then follow on to researching the types of career pathways and roles open to them.

Learners will also consider the types of problems that may arise at work, and ways these can be resolved through using a decision-making approach. Finally, learners will examine the key stages in the decision-making process and their role in this.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the employment rights and responsibilities of the employee and employer and their purpose	1.1 Identify the main points of contracts of employment and their purpose 1.2 Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation 1.3 Identify where to find information on employment rights and responsibilities both internally and externally 1.4 Explain the purpose and functions of representative bodies that support employees 1.5 Explain employer and employee responsibilities for equality and diversity in a business environment 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2 Understand the purpose of health, safety and security procedures in a business environment	2.1 Explain employer and employee responsibilities for health, safety and security in a business environment 2.2 Explain the purpose of following health, safety and security procedures in a business environment

Learning outcomes	Assessment criteria
3 Understand how to manage own work	3.1 Explain the reasons for planning and prioritising own work 3.2 Identify ways of planning and prioritising own work 3.3 Explain the purpose of keeping other people informed about progress 3.4 Describe methods of dealing with pressure in a business environment
4 Understand how to evaluate and improve own performance in a business environment	4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment 4.2 Describe ways of evaluating and improving own performance in a business environment 4.3 Explain the purpose of encouraging and accepting feedback from others 4.4 Explain different types of career pathways and roles available
5 Understand the types of problems that may occur with own work and how to deal with them	5.1 Describe the types of problems that may occur with own work 5.2 Explain ways of dealing with problems that may occur with own work 5.3 Explain how and when to refer problems to relevant colleagues
6 Understand the decision-making process	6.1 Explain key stages in the decision-making process 6.2 Explain the purpose of not exceeding own limits of authority in making decisions

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 **Understand the employment rights and responsibilities of the employee and employer and their purpose**

Contract of employment: main points (pay, working hours, holidays, sickness, notice period, pension scheme); purpose (an agreement between an employer and an employee which sets out their employment rights, responsibilities and duties, shows acceptance of the job on the terms offered by the employer; to cut out any disputes with the employer at a later date, to help understand employment rights, both employer and employee are bound to the employment contract until it ends or until the terms are changed)

Main legislation affecting employers: equal opportunities legislation; Sex Discrimination Act 1975/86 (unlawful for employers to discriminate on the grounds of gender or marriage); The Race Relations Act 1976 (unlawful to discriminate, either directly or indirectly, on the grounds of race, colour, nationality and ethnic or national origins, this applies to a person who is an employee and also to any person who is a job applicant); direct discrimination (when a person is treated less favourably than another in relation to recruitment, selection, training, promotion, selection for redundancy, because of their race, colour, nationality or ethnic origin); indirect discrimination (where a person of a certain race, colour, nationality or ethnic origins cannot comply with an unjustifiable requirement imposed by an employer, which in practice can be met by a smaller proportion of that ethnic group); Equality Act 2010 (for employers who employ 15 or more staff, unlawful to discriminate against current or prospective workers or customers who have a disability or who have had a disability in the past, employer also has a duty to make reasonable adjustments to either the workplace, workstation or working environment to help the disabled person cope with their disability); Working Time (Amendment) Regulations 2007 (established the basis for paid annual leave); Equal Pay Act 1970 (jobs where the work is of 'equal value' must be paid at the same rate for men and women); Employment Equality (Age) Regulations 2006 (provide for a default retirement age of 65, statutory right for individuals to request postponement of retirement beyond the age of 65 – requests which the employer must consider)

Main legislation affecting employees: rights to time off (annual leave, paternity/maternity leave, absences, sickness and statutory sickness pay, trade union or staff association representation); working hours; flexible working; minimum wage; redundancy; unfair dismissal; grievance procedure; exemptions (some exemptions exist for very specific situations); terms and conditions of their employment (written statement of key terms and conditions within two months of starting work, providing the contract is to last for more than one month); Employment Act 2002 (to help parents balance work and family commitments)

Internal sources of information and support: staff manual/hand book, trade unions, staff associations; sources of help (line manager, organisation's human resources staff, organisation's grievance procedures); main representative bodies (trade unions, staff associations)

External sources of information and support: Advisory Conciliation and Arbitration Service (ACAS), Business Link, The Work Foundation, Department for Business, Innovation and Skills (BIS); sources of employment rights information (government websites, ACAS website, Citizens Advice Bureau)

Role of employees' representative bodies: to negotiate terms of employment; to protect interests of employees; to provide legal assistance and advice to employees; purpose (to receive and give information to management, to pass on information within the workforce, to be available for consultation by management over certain workplace matters); importance (to create an atmosphere of mutual trust between employees and management, improve workplace relations)

Employer responsibilities for equality and diversity: policies and procedures; The Equality and Human Rights Commission (EHRC) (promotes equality and to tackle and eliminate discrimination in relation to gender, gender reassignment, religion, belief, disability, sexual orientation, age or race, and to promote human rights)

Employee responsibilities for equality and diversity: liability for causing offence; sensitivity to people's individual needs (observation, listening, checking particular requirements in advance – diet, mobility); respect for others' abilities, background, values, customs and beliefs (open mindedness, learning about different cultures, avoiding assumptions over customs and beliefs, building working relationships through focusing on shared objectives)

Benefits of equality and diversity procedures: benefits to employees (improved staff morale, staff know they are being treated fairly); benefits to organisation (range of perspectives, values and skills, valuable in teams to ensure decisions are viewed from a range of perspectives, to be representative of community, to create ideas, recruiting by ability/talent leading to increased profit, productivity, proficiency)

2 Understand the purpose of health, safety and security procedures in a business environment

Employer responsibilities for health, safety and security at work: primary responsibility to reduce risks in the workplace; legal responsibility to look after health and safety; Health and Safety at Work Act 1974 (requires employers to carry out risk assessments, provide protective equipment if needed and ensure emergency procedures are in place); ensure employees are trained in health, safety and security procedures; ensure plant and machinery are safe and that safe systems of work are set and followed; ensure articles and substances are moved, stored and used safely; provide adequate welfare facilities; produce health and safety policies and procedures; appoint appropriate health, safety and security personnel (health and safety representative who will represent employees' interests, report to employer regarding hazards, dangerous occurrences, general matters affecting groups of employees; fire wardens, first aiders); health and safety committee

Employee responsibilities for health, safety and security at work: employee's legal responsibility (to take care of own health and safety, to take care of health and safety of others who may be affected by own actions, to cooperate with others on health and safety, not to interfere with, or misuse, anything provided for own or others' health, safety or welfare); correctly use work items provided by the employer, including personal protective equipment, in accordance with training and instructions; health and safety in office environment (induction, use of equipment, display screen assessments, eye testing, filing cabinets, lifting, storage on shelves or on top of furniture, hazardous substances); reporting accidents and hazards, limits of personal responsibility; following instructions; cooperating with employer's measures

Purpose of following health and safety procedures: to protect the health, safety and welfare of employees and customers; scope and responsibilities of own job role in dealing with health and safety; personal conduct; identifying health and safety hazards (faulty wiring, trailing flexes, torn carpet, broken glass, dangerous chemicals, visual display unit (VDU) screens, faulty equipment, poor posture when using computer, wet floors); reporting of accidents (RIDDOR); control of substances hazardous to health (COSHH) (sets out eight basic measures for employers and employees); regulations for using computers; keeping equipment clean and hygienic; following manufacturer's instructions; leaving equipment, resources and work area ready for the next user; positioning for copy typing; implications of non-compliance (exposing the organisation to fines or prosecution, exposing customers and colleagues to accidents)

Purpose of following security procedures: types of confidential information (customer or employee records); breach of confidentiality (overheard conversations); Data Protection Act 1998 (eight principles to protect the privacy of individual people, rules as to the personal data that can be collected, what use may be made of this information); Freedom of Information Act 2000 (gives individuals rights to access information held by public authorities, such as local authorities, central government, the NHS, schools and police); data protection infringement; intruders; not establishing caller's identity; mislaid files; easy access to computers

3 Understand how to manage own work

Reasons for planning and prioritising own work: reasons for planning (efficiency of time, meeting deadlines, meeting organisational objectives); negotiating realistic targets and setting timescales; flexibility; resources; own responsibilities; dealing with problems (interruptions, inability to meet deadlines, procrastination)

Planning own work: methods (task list, action plans, work schedule, diary systems, prioritising, monitoring work, checking against deadlines, checking for accuracy and quantity); importance of quality measures (to be agreed amongst colleagues to create consistent standards across team, to motivate team members); examining other commitments shown on task list, work schedules; allowing for contingencies; need to follow regulations

Purpose of keeping others informed of progress: using techniques and tools (diaries, planners, 'to do lists', catch up meetings, emails); how to plan and allocate time; meeting deadlines; ways of informing others of progress; revising plans; when to use different ways of informing others

Dealing with pressure: importance of qualities of resilience; the importance of being assertive and when (negotiating targets, priorities and timescales) taking on new challenges; adapting to change; coping with pressure

4 Understand how to evaluate and improve own performance in a business environment

Improving own performance at work: importance (to develop own skills, to gain personal satisfaction, to enhance organisation's competitive position)

Ways of improving own performance: carrying out a skills audit; skills (interpersonal, listening, dealing with stress, time management, IT, leadership); evaluating strengths, weaknesses; career development; threats to progress; objectives; learning activities (on the job – work shadowing, coaching, mentoring, job rotation; off the job – college, distance learning, elearning); independent learning; learning styles; importance of developing learning plans (to set objectives to meet personal and professional goals, identify resources and support needed, set review dates, monitor plan to assess progress against targets); finding advice and information on career development inside the organisation (human resources departments, training courses); outside the organisation (libraries, community centres, newspapers, the internet); continually monitoring and improving work; setting high standards; taking on new challenges; learning from others

Feedback: purpose (to reinforce positive behaviours, to learn, to continuously improve own work, to evaluate work activities, to understand own impact on others); methods of feedback (formal, informal, appraisal, review, personal development planning); legal issues (discrimination on grounds of sex, race, disability, sexual orientation and religion)

Receiving feedback: collecting feedback; purpose (meeting own goals and objectives); importance of feedback from others; reflecting on feedback from managers or colleagues to meet job competencies; sources of feedback (360 appraisal from different people in workplace, performance reviews, informal communication with others in workplace)

Career pathways: typical career pathways for administrators (team administration, departmental administrator, administration manager, secretary, personal assistant); specialisms (customer service, accounting, marketing, human resource management, purchasing, information technology support)

5 **Understand the types of problems that may occur with own work and how to deal with them**

Problems: types of problems (unclear team aims, poor communication, unmet expectations, perceptions of responsibilities/work not being shared equally, disagreements, conflicts of interest, work errors, unable to meet deadlines, loss of motivation)

Dealing with problems: defining boundaries and roles; asking for clarification; using time management techniques; problem solving skills (defining problem, generating alternatives, decision making, evaluating the decision); having a contingency plan; techniques for dealing with problems (clear communication, listening skills, joint problem solving, consult all team members, negotiation)

Referring problems: reporting to relevant colleagues (line manager or person delegated to provide guidance and support, technical support facility); following organisation's policies and procedures; when to refer problems (if outside own authority, when unsure)

6 **Understand the decision making process**

Stages in the decision making process: identify the problem (a discrepancy between the existing state and the desired state); information search (to gather as much information as possible); develop alternatives (using creative techniques, brainstorming); evaluate alternatives (to select the best option, identify the strengths and weaknesses of each alternative); implement the best alternative (putting the chosen alternative into action); follow-up (to judge whether the decision was correct, checking whether the problem has been resolved)

Not exceeding limits of authority: importance (non-compliance with organisational procedures may have serious implications for the organisation)

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for portfolio assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a specific job role (learners could investigate their own if employed). It is suggested that learners do not reproduce large chunks of information verbatim from company handbooks or legislation, but contextualise it to a job they are familiar with or have investigated. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as team working, staff induction or staff training.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners must use an example of a contract of employment for a specific administrative-related job role, outlining the main headings used and making sure that at least four main points and their purpose are fully identified.

To achieve 1.2, learners must be able to outline the main points of acts of legislation which affect employment rights and responsibilities. Learners must describe the purpose of at least one type of anti-discrimination legislation and one type of entitlement legislation. They must give at least two examples of how each piece of legislation affects employers, and two examples of how each piece of legislation affects employees.

To achieve 1.3, learners must be able to identify at least two internal and two external sources of information on employment rights and responsibilities.

To achieve 1.4, learners must explain three reasons for the purpose and functions of representative bodies that support employees.

To achieve 1.5, learners must explain employer and employee responsibilities for diversity and equality in the workplace, fully explaining at least two employer responsibilities and two employee responsibilities.

To achieve 1.6, learners must fully explain at least one benefit for the employer, one benefit for the organisation, and one benefit for the employee of making sure that equality and diversity procedures are followed in a business environment. They can use examples from a selected organisation.

To achieve 2.1, it is sufficient for learners to relate their answer to a specific organisation and explain at least two employer responsibilities and two employee responsibilities for health, safety and security at work.

To achieve 2.2, learners must explain the purpose of following health, safety and security procedures at work, giving at least one example of each type.

To achieve 3.1, learners must fully explain at least three reasons for planning and prioritising own work.

To achieve 3.2, learners must identify two methods of planning and prioritising own work.

To achieve 3.3, it is sufficient to give two reasons explaining the purpose of keeping others informed of progress.

To achieve 3.4, learners must fully describe two methods of dealing with pressure at work.

To achieve 4.1, learners must explain at least two reasons for continuously evaluating and improving own performance.

To achieve 4.2, learners must describe different ways of evaluating and improving own performance, at least two within the organisation, and two outside the organisation.

To achieve 4.3, learners must fully explain three purposes of encouraging and accepting feedback from others.

To achieve 4.4, learners must research the details and fully explain at least three types of different career pathways and roles that would interest them. This explanation must identify any specialisms within the pathways.

To achieve 5.1, learners must describe two types of problems that may occur with their own work. They can draw on examples of scenarios they have experienced.

To achieve 5.2, learners must fully explain two ways of dealing with problems, preferably ones they have resolved themselves.

To achieve 5.3, learners must explain how and when to refer problems to relevant colleagues. Learners must include at least one occasion of how and when to refer a problem. They could use an example of how they have referred a specific problem to relevant colleagues. Alternatively, if learners are not at work, case study scenarios can be used. The explanation must draw on the implications if they had not referred it.

To achieve 6.1, learners must explain the main stages in the decision making process from identifying the problem to checking if it has been resolved.

To achieve 6.2, learners must fully explain one purpose of not exceeding own limits of authority in making decisions. They can give an example to support this.

Essential resources

There are no special resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Armstrong M – *Armstrong's Handbook of Human Resource Management Practice* (Kogan Page, 2009) ISBN 9780749452421

Ashley V and Ashley S – *Business and Administration Student Handbook Level 3: To support all Level 3 Vocational Qualifications in Business and Administration: Student Handbook Level 3* (CfA, 2006) ISBN 9780955092015

Bevan J, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book: B1* (Level 3 BTEC National Business) (Edexcel 2010)
ISBN 9781846906343

Carysforth C, Chadwick A and Rawlinson M – *NVQ Level 3 Business and Administration Student Handbook, Third Edition* (Heinemann, 2006)
ISBN 9780435463342

Journals

People Management (Chartered Institute of Personnel and Development)

Websites

www.acas.org.uk	The government-funded agency which provides advice on industrial relations and employment issues
www.businesslink.gov.uk	Business Link – details about employment
www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.connexions-direct.com	Advice on careers for 13-19 year olds
www.direct.gov.uk	The Government's gateway website for public services – employment contracts
www.hse.gov.uk	The Government's Health and Safety Executive, providing information on health and safety rights and responsibilities

Unit 304: Principles and Processes of Systems and Technology in a Contact Centre

Unit code:	T/503/0373
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	26

Unit aim

This unit concerns understanding how to design new reports in a contact centre, how to optimise performance through systems and technology and the use of contact centre systems and technology.

Unit introduction

Contact centres use a variety of systems and technology to handle contacts with customers. Operational use of the systems and technology is carried out by agents and team leaders. Some have authority to adjust parameters and make decisions about routing to ensure that service is effective and efficient. They may also make recommendations about more fundamental modifications and enhancements which are considered by those with authority in that area. Overall systems and technology must be managed by coordinating output, supporting staff, monitoring report output, considering enhancements and managing system development.

All contact centres place a heavy reliance on systems and technology. Operational use, monitoring and operational management of those systems ensure that day-to-day service can be delivered efficiently and effectively. However, systems cannot maintain efficiency and effectiveness in the face of new technology development and the activities of perceived competitors. Strategy and policy on use of systems and technology must reflect overall business and must translate into practical actions for development and improvement where opportunities exist.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to design reports in a contact centre	1.1 Explain how to identify metrics to be included in reports 1.2 Explain what needs to be included in reports 1.3 Describe standards and guidelines for the presentation of reports
2 Understand how to optimise performance in a contact centre through systems and technology	2.1 Explain how coaching/buddying activities improve colleagues' use of systems and technology 2.2 Explain the effects of alterations to applications and systems 2.3 Explain how routing rules can be adjusted to meet changing priorities and resources 2.4 Explain how to identify data flow changes and why this is important
3 Understand the use of contact centre systems and technology	3.1 Describe how systems and technology address changes resulting from legislation and regulation 3.2 Explain parameters for system configuration 3.3 Explain the importance of predictive contact queuing to efficient operations

Unit content

1 Understand how to design reports in a contact centre

Real-time reporting: definition of 'metrics'; types of report eg agent, system, topical, table, graphical; standards and guidelines for reports

Standards and guidelines: for reports eg to meet goals, corporate style, clarity; metrics to monitor in real-time and to include in reports eg corporate and personal data; effectiveness of system eg is corporate vision and mission achieved, do the goals align with teams' key performance indicators (KPIs); impact of achieving or not achieving goals

2 Understand how to optimise performance in a contact centre through systems and technology

Best practice: methods used when deploying Customer Relationship Management (CRM) applications eg setting content and time boundaries, managing experts, controlling the content; induction programme; advantages and disadvantages of coaching, mentoring and buddy systems relating to colleagues' use of systems and technology

Changes to applications and systems: role of software and systems in providing business efficiencies; advantages and disadvantages of automated help lines eg cost saving, customer frustration; self-healing diagnostic tools; help desk; customer service call management platforms; adjustment of routing rules to aid business efficiency (changing priorities and resources) and image

Data flow: importance of and reasons for identifying steps in project management eg to build realistic timelines, build cross-functional teams, improve business efficiency and image; current technologies

3 Understand the use of contact centre systems and technology

Systems and technology: systems and technology as an enabling function within a contact centre; requirement to address changes in relevant legislation and regulation eg Data Protection Act 1998, Fair Trading Acts, Distance Selling Regulations, Ofcom regulations; key performance indicators (KPIs) built around technology eg consistent service, revenue generation; merging new and existing technologies as seamless consolidation; business value of new systems through metrics and measurements; configuration parameters eg predictive contact queuing; importance of predictive contact queuing to business efficiency and image

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles and processes of systems and technology within contact centres. Learners need to know and understand:

- how to design reports
- how to optimise performance through systems and technology
- the use of systems and technology.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the principles and processes of systems and technology within contact centres.

Developing knowledge of issues relating to the principles and processes of systems and technology within a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing systems and technology, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre dealing with systems and technology will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why the systems and technology are managed in their centre and how they use the centre's communication systems to feedback to relevant individuals. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bee ,R and F – *Learning Needs Analysis and Evaluation* (Chartered Institute of Personnel and Development, 2003) ISBN 9780852929674

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

Wellington, P – *Effective People Management* (Kogan Press, 2011)
ISBN 9780749462857

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

Winstanley, D – *Personal Effectiveness* (Chartered Institute of Personnel and Development, 2005) ISBN 9781843980025

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.callcentre.co.uk	Call centre news and information
www.cfa.co.uk	Council for Administration
www.instituteofcustomerservice.com	Institute of Customer Service
www.callcentre.co.uk	Call centre news and information
www.contactcentreworld.com	Contact Centre World
www.ofcom.org.uk	Ofcom

Unit 305: Principles of Customer Service in a Contact Centre

Unit code:	F/503/0389
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	26

Unit aim

This unit concerns understanding customer service in a contact centre, how to resolve issues in customer service, how to monitor customer service performance and compliance and how to communicate verbally and in written or electronic form with customers referred by others in a contact centre.

Unit introduction

Contact centres by definition have customer contact at the core of their work. Whatever services and/or products are being provided by a contact centre, there will be a wish to make the contact as positive and respectful as possible. Customer service will be built into policies and procedures and provide guidelines and pointers for how you can make the best out of the customer contact. In many contact centres customer focus is a key part of the culture whilst ensuring that the service is efficient.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand customer service in a contact centre	1.1 Describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported 1.2 Explain how organisational and regulatory requirements affect the delivery of customer service 1.3 Describe the importance of having customer service aims, objectives and service offers 1.4 Explain how to design Key Performance Indicators (KPIs)
2 Understand how to resolve issues in customer service in a contact centre	2.1 Explain how and why customer service issues are escalated 2.2 Explain how to validate customers' identity 2.3 Explain the techniques for establishing a rapport with customers 2.4 Explain how to balance the needs of the organisation with those of customers when resolving customer service issues 2.5 Explain the importance of informing customers of what is happening and the reasons for any constraints or limitations

Learning outcomes	Assessment criteria
3 Understand how to monitor customer service performance and compliance within a contact centre	<p>3.1 Describe the scope of what needs to be monitored in customer service performance and compliance</p> <p>3.2 Explain the use of Key Performance Indicators (KPIs) in testing the quality of customer service delivery</p> <p>3.3 Describe how to validate monitoring data</p> <p>3.4 Explain how to analyse monitoring data to identify areas for enhancement</p> <p>3.5 Describe who needs to be informed of monitoring results and why</p>
4 Understand how to communicate verbally and in written or electronic form with customers referred by others in a contact centre	<p>4.1 Explain the need for procedures and guidelines for verbal and written communications</p> <p>4.2 Explain how to adapt the use of language to meet customers' needs</p> <p>4.3 Explain the strengths and weaknesses of verbal and written communications</p> <p>4.4 Explain how to identify inadequacies in the standard of colleagues' communications with customers</p>

Unit content

1 Understand customer service in a contact centre

Customer expectations and satisfaction: definition of customer service; reasons why the features and benefits of products and/or services provided are explained to customers; types of internal customer (colleagues, supervisors, staff, suppliers, agents, staff teams); types of external customer including existing, new, individuals, groups, business people, non-English speaking, different ages, different cultures, gender, families, with special needs (visual, hearing, mobility impairments); identifying customer needs; value for money; accuracy and reliability; providing information and advice; providing assistance and help; organisational targets; dealing with special needs; dealing with problems; health and safety; security

Organisational and regulatory requirements: ensuring customers are treated fairly; ensuring safety of staff and customers; reducing errors; avoiding litigation; maintaining secure data; ensuring consistent service; avoiding theft; avoiding fraud; compliance with Health and Safety at Work Act, 1974; compliance with fire regulations and emergency procedures; compliance with Health and Safety (Display Screen Equipment) Regulations; equal opportunities; racial and gender discrimination; disability discrimination; diversity; avoiding assumptions; compliance with Race Relations Act 1976; compliance with Sex Discrimination Act; compliance with Equality Act 2010; confidentiality of customer and organisational data eg staff data; compliance with Data Protection Act 1998 (written documents kept under lock, access limited to authorised persons, password for access to computer information, only recording relevant information, not passing information to unauthorised third parties, checking authority); Financial Services and Markets Act 2000 (customers protected against misselling, protection against fraud, seven-day opt out from agreement clause); Trade Descriptions Act 1968 (goods must be fit for purpose, sales staff must give accurate descriptions, services must be as described; Consumer Credit Act 1974 (14-day opt-out clause for customers, protection for customer if supplier fails to deliver goods/services); Consumer Protection (Distance Selling) Regulations 2000 (give consumers clear information on details of the goods or services offered, delivery arrangements and payment, the supplier's details, the consumer's cancellation right before they buy, cooling-off period of seven working days, providing information in writing); Supply of Goods and Services Act 1982 (carrying out a service with reasonable care and skill within a reasonable time at no more than a reasonable charge, compensation for failure to carry out contract, goods supplied must be as described, of satisfactory quality and fit for purpose); organisational procedures (keeping records, dealing with enquiries, handling financial transactions, refunds policy, contractual agreements with customers); trade body codes of conduct (Institute of Customer Service, ABTA, Financial Service Authority); meeting National Occupational Standards (Institute of Customer Service, NVQs); effects (pressures on time, increasing costs, increasing levels of professionalism, protecting organisation from litigation, maintaining company image, meeting legal requirements, maintaining up-to-date records)

Organisational customer service aims, objectives and service offers: types of; reasons for; importance of

Key Performance Indicators: reasons for; types of eg calls handled per hour, average length of call, sales per hour, first time resolution; design features

2 **Understand how to resolve issues in customer service in a contact centre**

Escalating issues: reasons for escalating issues; methods of escalating issues (passing to supervisor, limit of authority when dealing with queries, knowing what supervisor can do to help customer); recognising potential problem situations eg by tone of voice, type of language used, agitated customers, changed delivery dates, failure of supplier to deliver

Validating customers' identity: reasons for validating customers' identity; types of customer (external, internal); methods of validating a customer's identity eg asking personal questions which the customer has previously given the answer to

Establishing rapport with customers: using customer's names; being polite; sir/madam; not disagreeing; understanding needs; meeting their needs; being prompt; keeping customers informed; being positive; benefits of alternatives; being reassuring; explaining problem; being seen to act; showing empathy; reasons for not using negative communication activities eg ignoring customer, arguing, disagreeing, negative tone of voice

Balancing the needs of the organisation with those of the customer: organisation vision and ethos; policies and procedures for security (of personnel, data, equipment, premises, visitors, confidentiality); policies on customer service (returns procedure, refund procedure, return of goods, dealing with complaints); procedures for providing feedback to management (telephone, face to face, written, electronic messaging, chasing up queries, staff meetings); checking customer understanding; checking facts; checking with person being complained about

Keeping customers informed: importance of keeping customers informed of progress eg customer satisfaction and loyalty; types and reasons for constraints and limitations relating to customer contacts eg limited authority of different levels of staff

3 Understand how to monitor customer service performance and compliance within a contact centre

Monitoring customer service performance and compliance: reasons for monitoring eg reputation, good media reports, public relations, commercial viability; benefits (repeat business, satisfied customers, reduced complaints, meeting customer expectations, customer loyalty);

company, team and individual sales targets (improved through good customer service, more sales through good reputation, increase in loyalty customers, increase in repeat customers due to good service, staff training and motivation); profit targets (more sales potentially leading to more profit, more efficient customer service leading to less overheads, less complaints leading to less expense); better service leads to reduction in complaints; better service leads to better market position

Use of Key Performance Indicators (KPIs): use in testing the quality of customer service delivery eg number of complaints, speed of response

Validating monitoring data: reasons for validating monitoring data; methods used to include surveys of customer satisfaction, monitoring complaints, mystery shoppers, and the number of repeat customers

Analysing monitoring data: methods of analysing monitoring data to identify areas for improvement to include surveys of customer satisfaction, monitoring complaints, mystery shoppers, and the number of repeat customers

Organisational hierarchy: job roles and responsibilities relating to customer service performance and compliance; reasons for responsibilities

4 Understand how to communicate verbally and in written or electronic form with customers referred by others in a contact centre

Organisational procedures and guidelines for customer contact: reasons for eg maintaining a corporate reputation and image; types of procedure and guideline; record keeping for audit purposes (electronic and paper-based)

Adapting language used in customer contacts: methods of adapting language for use with diverse groups of customers (regular, loyal, first time, different language or culture, customers unfamiliar with the organisation, vision impaired, hearing impaired); formal; informal; legibility; face to face; telephone voice; electronic methods; presentation; listening (showing understanding, repeating back); asking open questions about customer requirements; using Braille; using large text; providing contact in a variety of languages

Strengths and weaknesses of verbal and written communication: strengths and weaknesses of types of written and verbal communication; importance (delivering effective customer service, meeting customer expectations, creating a favourable image, avoiding mistakes and errors, avoiding customer complaints, developing customer confidence, ensuring understanding)

Identifying inadequacies in the standard of a colleague's communication with customers: reasons for managing situations sensitively; company procedures; symptoms of poor communication eg complaints, repeat questioning, loss of business

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of customer service within contact centres. Learners need to know and understand:

- the processes involved in delivering customer service
- how to resolve issues in customer service
- how to monitor customer service performance
- how to communicate verbally and in written form with customers.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the processes used to deliver customer service within contact centres.

Developing knowledge of issues relating to customer service within a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing customer service, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre which deals with customer service will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why customer service is managed in their centre and how they use the centre's communication systems to feedback to relevant individuals. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bradley S - *S/NVQ Level 2 Customer Service* (Heinemann, 2007) ISBN 139780435465292

Carlaw P and Deming VK - *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 139780471768692

Timm P - *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 139780135063972

Journal

Customerfirst (Institute of Customer Service)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.cfa.co.uk	Council for Administration
www.instituteofcustomerservice.com	Institute of Customer Service
www.callcentre.co.uk	Call centre news and information
www.contactcentreworld.com	Contact Centre World

Unit 306: Principles of Sales Activities and Customer Support in a Contact Centre

Unit code: J/503/0393

QCF Level 3: BTEC Specialist

Credit value: 4

Guided learning hours: 24

Unit aim

This unit concerns understanding the process of selling in a contact centre, the use of contact centre sales data, how to lead a sales team in a contact centre and customer complaints and non-compliance issues in a contact centre.

Unit introduction

Many contact centres carry out direct sales activities. These may be through inbound or outbound contacts and may or may not be the primary purpose of a particular contact. Sales processes may be basic and involve order-taking, routine involving a defined set of services or products or complex involving matching customer wishes or needs with any available service and/or product. Contact centre teamwork supports learning between colleagues especially in challenging areas such as sales. Sales plans are devised using available sales, market and customer information and are generally backed by targets agreed with team members.

Many contact centres exist to provide information and support to customers using a range of services or products. Providing that support requires detailed knowledge and understanding of the services and/or products together with the communication skills to deal with customers. It also involves teamwork so that colleagues learn from each other as the organisation gains experience and services and/or products develop. You need to have experience and some senior authority to be able to support colleagues learning as well as dealing with more complex customer matters.

This standard is about operating in a support role for all types of customer queries and also working with colleagues to advance their learning.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the process of selling in a contact centre	1.1 Explain the information needed to prepare for sales activities 1.2 Describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported 1.3 Describe the impact of legislation on selling 1.4 Explain how to offer options to customers by linking wishes and needs to products and/or services 1.5 Explain techniques to adapt sales styles to mirror customers' behaviour 1.6 Explain techniques for overcoming customers' objections and questions 1.7 Explain techniques for closing the sale 1.8 Explain techniques for up-selling and cross-selling 1.9 Describe procedures for authorisation of payment and recording customers' orders
2 Understand the use of contact centre sales data	2.1 Explain how sales data should be collated to enable data manipulation 2.2 Describe current market and customer trends 2.3 Explain analysis techniques to compare performance against benchmarks 2.4 Explain how the results will be used to inform sales plans

Learning outcomes	Assessment criteria
3 Understand how to lead a sales team in a contact centre	3.1 Explain how to identify sales activities that are capable of fulfilling a sales plan 3.2 Explain how to set stretching but realistic and achievable targets 3.3 Explain how to monitor team performance toward targets 3.4 Explain how to identify opportunities for improving sales performance 3.5 Explain how advice and support for colleagues increases their understanding of sales-related requirements 3.6 Explain the importance of setting a good example and encouraging colleagues
4 Understand customer complaints and non-compliance issues in a contact centre	4.1 Describe the stages for dealing with customer complaints 4.2 Explain what constitutes non-compliance with legal and regulatory requirements 4.3 Explain the implications of non-compliance with legal and regulatory requirements 4.4 Explain the importance of complying with breaches of service offers and the impact of non-compliance 4.5 Explain the impact of non-compliance with a service offer

Unit content

1 Understand the process of selling in a contact centre

Information needed to prepare for sales activities: customer information eg held by the organisation, feedback, market research; sales data eg direct sales activities, product/service performance; service or product information eg identified gaps in the market, how to improve on competitor offers, alternative products or services to meet customer needs

Describing features and benefits of products and/or services to customers: create sales opportunities; meet customer needs eg remove any preconceptions, match specific features and benefits to customer needs, encourage repeat business, reassure customers about after sales support; demonstrate up-to-date product knowledge

Impact of legislation on selling: regulation and legislation eg Financial Services Authority, Office of Fair Trading, Trading Standards, Data Protection Act, Trade Descriptions Act, Sale of Goods Act, consumer protection legislation; impact eg operational framework, maintenance of quality standards, fair and reasonable pricing of goods products sold as described and fit for their purpose, requirement to provide refunds/exchanges, requirement to explain all finance arrangements including cooling-off periods; staff training

Offering product/service options linked to customer wishes: map key features and benefits against customer requirements; identify areas/features that are most important to the customer; techniques eg active listening, open questions

Adapt sales style to mirror customer behaviour: importance eg mirror customer styles and perceptions, when introducing new products and services

Techniques for overcoming customer objections and questions: different types of objection eg straight denial, hidden, sincere/insincere; techniques eg adjust selling approach and style, acknowledge objection, agree with and counter objection, questioning, negotiation

Techniques for closing the sale: ask customer whether they would like to purchase, how they will pay; offer accessories, enhancements, incentives techniques eg summarise, confirm, concession close, 'puppy dog close'

Cross-selling and up-selling: identify opportunities eg listen for key words that point to opportunities; select appropriate product or service eg add value to the customer experience, group similar add ons, must be related to what customers are buying, natural upgrades; protect existing relationships eg do not suggest unrelated products/services, do not suggest too large a number

Procedures for authorising payments and recording customer orders: organisational procedures and legal requirements; authorising payment eg confirm type of payment and payment details with customer, ensure customer clear about amount to be charged, safety and security arrangements; recording customer orders eg obtain all necessary information, update customer records, include any special requirements or requests, data protection, confirm order with customer

2 Understand the use of contact centre sales data

Collection of sales data: collection eg through direct sales activities, electronically from sales team laptops/PDAs, retrieving and analysing data, loading onto appropriate database for manipulation; key sales data eg sales (monetary or units), market share, number of enquiries, reduced complaints

Current market and customer trends: sales data against market and customer data; trends eg short term, long term, seasonal, gradual changes, influence of social networks; changes in buyer behaviour eg customers want key product/service information quickly

Analysis techniques to compare performance against benchmarks: benchmark eg point of reference to measure current success to determine future plans; techniques eg organise data to identify performance gaps, compare current performance, identify causes of any gaps; factors affecting performance eg IT, organisational policies, skills/knowledge of staff

Using results to inform sales plans: summarise results to form basis of a sales plan eg need to focus on underperforming products/services, new customers for products and/or services, demand for own product/services, demand for similar product/services

3 Understand how to lead a sales team in a contact centre

Identify sales activities to fulfil a sales plan: agree sales activities with colleagues; relate to identified and planned objectives and targets; relate to organisation's overall sales objectives

Target setting: agree targets with team eg cross and up selling, dates for achievement, number and types of customers needed to meet sales targets; relate to sales plans and organisation's overall sales strategy

Monitor team performance towards targets: methods eg appraisals, one-to-one interviews, call monitoring; basic key performance indicators eg calls handled per hour, sales per hour, sales per call; internal and external factors affecting performance

Opportunities to improve sales performance: review sales performance against sales targets eg opportunities to cross and up sell, extend service offer; update product knowledge eg training and development needs; SWOT (internal strengths and weaknesses, external opportunities and threats)

Providing advice and support for colleagues: develop sales skills and techniques, support colleagues when making decisions about product/services for their customers

Setting a good example and encouraging colleagues: during sales activities; buddying schemes

4 Understand customer complaints and non-compliance issues in a contact centre

Stages in dealing with customer complaints: within limit of own authority eg escalate if necessary, accept referred customer contacts; stages eg receive, acknowledge and log complaint, investigate to establish validity of the complaint, respond to the customer, complete appropriate documentation to record actions taken, report outcomes to relevant people

Non-compliance with legal and regulatory requirements: failure or refusal to comply with legal and regulatory requirements; possible civil or criminal offence

Implications of non-compliance: legal consequences eg prosecution, imprisonment, fines, other financial penalties; business consequences eg lose licence, lose customers, damaged reputation, reduced sales, reduced profit, difficulties gaining credit

Impact of non-compliance with a service offer: breach of contract eg possible legal action; customer dissatisfaction eg breach of trust, loss of goodwill and loyalty; lose customers; damaged reputation; loss of business

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of sales activities and customer support within contact centres. Learners need to know and understand:

- how to prepare and carry out sales activities, including techniques to overcome objections, close sales and up-sell and cross-sell
- the legislation that applies to selling and the consequences of non-compliance
- how to lead a team in a contact centre, including monitoring and improving sales performance
- how to use and manipulate sales data to analyse performance and inform sales plans.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the selling process within a contact centre.

Knowledge of issues relating to sales activities and customer support in a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who have responsibilities for ensuring effective sales activities and customer service are in place within a contact centre, for example a team leader, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a contact centre sales manager will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how sales activities are handled in their centre, how sales data is used and manipulated to inform sales plans and how sales teams are monitored and supported in achieving their sales targets. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with regulations, legalisation and service offers and of dealing with customer complaints correctly, and the possible consequences and impact of non-compliance and breaching service offers.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bacal R – *Perfect Phrases for Customer Service* (McGraw Hill Professional, 2005)
ISBN-10007144453X

Freemantle D – *The Buzz 50 Little Things That Make a Big Difference to Serve Your Customers* (Nicholas Bentley Publishing, 2004) ISBN 1857883470

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN-100471768693

Magazines

Call Centre Focus

Call Centre Helper

Customer First – Institute of Customer Service

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. Other websites address legislation and regulatory issues. The following may be useful:

www.callcentre.co.uk	Call centre news and
www.contactcentreworld.com	Contact Centre World
www.instituteofcustomerservice.com	Institute Of Customer Service
www.legislation.gov.uk	Official home of UK legislation
www.tradingstandards.gov.uk	Trading Standards Institute

Unit 307: Principles of Performance Management in a Contact Centre

Unit code:	Y/503/0396
QCF Level 3:	BTEC Specialist
Credit value:	3
Guided learning hours:	18

Unit aim

This unit concerns understanding how to improve the performance of individuals and teams and performance management in a contact centre.

Unit introduction

Efficiency and effectiveness in contact centres rely on close management of performance. With defined business objectives, clear procedures and many repeated transactions the environment is right for active performance management.

Much of the performance management that takes place is centred on team members and team leaders who must take responsibility for their activities in contact centre operations. Overall management of performance in the contact centre involves organising feedback to team members, organising individual performance management and managing change and staff retention for contact centre operations.

At a strategic level, performance management involves several key components. Structuring of performance based feedback, direction of the performance management process and strategy for change management are all essential parts of performance management strategy. Strategic actions are needed to guide management and day to day engagement with performance management by contact centre team members.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to improve the performance of individuals and teams in a contact centre	1.1 Explain how performance is managed to meet objectives 1.2 Describe methods of performance monitoring 1.3 Explain how to give feedback for performance improvement that is motivating 1.4 Explain how to develop practical ways of managing workflows 1.5 Explain how to provide support that is tailored to identified performance needs
2 Understand performance management in a contact centre	2.1 Explain the purpose and importance of performance management 2.2 Explain the impact of legislation and regulations on contact centre performance 2.3 Explain the need for organisational procedures and guidelines in contact centre operations 2.4 Explain how to identify deviations in performance from expected and historical performance

Unit content

1 Understand how to improve the performance of individuals and teams in a contact centre

Managing performance and objectives: specific, measurable, achievable, realistic and time related targets (SMART); different sources and forms of information within a contact centre eg performance reviews, performance data; benchmarking information eg measurement of company against industry standards; defining levels of performance in a team, individual and organisation; types of sales and service measures eg contact rates, conversion rates, value per sale; difference between service centre rates and sales centre rates; identifying different types of cost benchmark eg cost per contact, cost to serve clients, cost of complaints, cost of compensation; basic key performance indicators (KPIs) eg calls handled per hour, average length of call, sales per hour, sales per call, first time resolution; using KPIs eg to build a performance orientated culture, to enhance change leadership, to support management as they implement new systems; benefits of performance management; balanced scorecards; reports (design, format and presentation); problem solving through delegation; what to delegate; how to delegate; types of problems eg perception, resources, training, aptitude, incentives

Performance monitoring: internal and external factors; introducing Pareto theory of 80 per cent/20 per cent in relation to identifying unprofitable customers ie 20 per cent of customers account for 80 per cent of income; introduction to Berne's (1970) model of transactional analysis to improve internal performance of a team eg value every member of a team, create value culture between team members to improve performance; benefits of negotiation

Performance feedback: importance, benefits and drawbacks of obtaining and sharing feedback of information; actual performance versus desired performance; motivational skills especially in relation to providing feedback to colleagues

Managing workflows: what resources are available to plan with; how productive is resource utilisation; resource policies; identifying performance trends; trends versus industry norms; comparing performance with competitors and industry trends; flexibility of resources eg to be rearranged and redeployed to meet new situations, be dynamic to be effective

Supporting performance needs: methods of providing support to meet identified needs eg mentoring, buddying, training

2 Understand performance management in a contact centre

Performance management: definition, purpose and importance of performance management within an organisation

Legislation and regulations: reasons for legislation and regulations eg ensuring fair and honest trading eg competition law; current, relevant legislation and regulations eg Data Protection Act 1998, Freedom of Information Act 2000, Financial Services and Markets Act 2000, Trade Descriptions Act 1968, Consumer Credit Act 1974, Consumer Protection (Distance Selling) Regulations 2000, Equality Act 2010, Disability Discrimination Acts; impact of legislation and regulations on contact centres

Organisational procedures and guidelines: reasons for having organisational procedures and guidelines eg to meet legislative requirements, providing a framework for business, business efficiency, to present a corporate image, equality, reporting problems; interpreting organisational procedures; providing feedback; employment responsibilities and rights; the impact of external factors eg ethical issues, health and safety, legal requirements, data protection, customer service, manufacturers' instructions for using equipment; security of information; backups; health and safety; organisational policies; business continuance plans; costs eg additional resources required, cost of development; impact of increasing sophistication of systems eg more trained personnel, more complex software

Expected and historical performance: mission and values; development of strategic aims and objectives; cascading of objectives throughout the organisation; strategic planning process; use of SMART (specific, measurable, achievable, realistic, time realted) objectives; identification of deviations in performance from expected and historical data

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of performance management within contact centres. Learners need to know and understand:

- how to improve the performance of individuals
- how to improve the performance of teams
- performance management.

A useful opening would be through small-group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the processes used to manage performance within contact centres.

Developing knowledge of issues relating to performance management within a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for dealing with or managing performance, for example a supervisor or manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a supervisor or manager of a contact centre which deals with performance management will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how and why performance is managed in their centre and how they use the centre's communication systems to feedback to relevant individuals. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of complying with organisational and legal requirements, and of communicating effectively with all involved along with the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bee, R and F – *Learning Needs Analysis and Evaluation* (Chartered Institute of Personnel and Development, 2003) ISBN 9780852929674

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

Wellington, P – *Effective People Management* (Kogan Press, 2011) ISBN 9780749462857

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

Winstanley, D – *Personal Effectiveness* (Chartered Institute of Personnel and Development, 2005) ISBN 9781843980025

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. The following may be useful:

www.callcentre.co.uk Call centre news and information

www.contactcentreworld.com Contact Centre World

www.cipd.co.uk The Chartered Institute of Personnel and Development

Unit 308: Principles of Resource Planning in a Contact Centre

Unit code:	K/503/0399
QCF Level 3 :	BTEC Specialist
Credit value:	5
Guided learning hours:	35

Unit aim

This unit concerns understanding demand forecasting for contacts handled by contact centres and scheduling and staffing activities in a contact centre.

Unit introduction

Contact centre activity is subject to constant variation in volume. Monitoring of activity levels and types of contact provides vital information for resource planning. Demand forecasts are at the heart of resource planning which must involve communication and interaction with colleagues.

It is only with that information and contacts that resource scheduling and planning can be effective.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand demand forecasting for contacts handled by contact centres	1.1 Describe the metrics that represent demand for contact centre services 1.2 Explain how to analyse demand data to identify resource needs 1.3 Describe the acceptable tolerances for predicting demand 1.4 Explain the use of confidence limits in demand forecasting 1.5 Explain the reasons for changes in anticipated demand
2 Understand scheduling and staffing activities in a contact centre	2.1 Explain the resource planning process 2.2 Explain the options to address resource planning issues 2.3 Explain the importance of briefing colleagues on trends, forecasts, resource availability 2.4 Explain the implications of trends, forecasts and resource availability for meeting organisational objectives 2.5 Explain the importance of taking staff preferences and constraints into account in developing resource plans 2.6 Explain the use of employee data and work records for resource planning purposes 2.7 Explain how to ensure that resource plans will meet business needs and changing requirements 2.8 Explain the importance of involving colleagues in resourcing decisions

Unit content

1 Understand demand forecasting for contacts handled by contact centres

Metrics representing demand: quantitative eg number of calls received, the average handling time (AHT); sales productivity metrics eg for each agent on a daily/monthly basis, aggregate metrics for whole team; forecast attainment-comparison of sales to forecast eg backward-looking metrics; customer-focused metrics eg real time customer feedback, matching quantity with a qualitative performance; data from agents eg reasons for a customer's contact and the outcome; campaign forecasting for non-recurring or irregular events eg increase in calls soon after a catalogue drop

Analysing demand data to identify resource needs: source of data eg management or system interrogation, areas or functions that generate input data, currency and security of data; resource needs eg number of staff/skill needs, additional equipment; short-term demand to identify immediate resource needs; nature of anticipated demand, impact on resourcing; use of historical data to improve demand forecasts eg forecast errors, rostered staff factor or shrinkage, seasonal or other trends, assumptions

Acceptable tolerances for predicting demand: testing major assumptions before forecasting; agreed tolerance levels for the level of expected calls; basis of tolerance assessments and how these meet organisational procedures eg service level agreements; process window factors eg customer satisfaction, financial objectives; forecast error eg acceptable errors, blind spots, impact of process window, relationship to profit margin

Use of confidence limits in demand forecasting: review against organisational objectives; indicators of data reliability eg communicate information on reliability to decision makers; importance of making best use of information in the data set; relationship to and impact on forecasting methods

Reasons for changes in anticipated demand: sources of information; reasons for demand change eg new products or services, marketing activities, peak as customers respond to advertisements in newspapers/TV operational impact of resource change eg skill availability potential short-term resource shortfalls or surpluses

2 Understand scheduling and staffing activities in a contact centre

Resource planning process: identify key resources to facilitate operational capability; importance eg to ensure efficient and effective operations, avoid rising costs or lost income; analysing scheduling requirements to create resource plans eg shift patterns, capability and contingency; forecasting policies and procedures eg service level agreements with other functions; short-range, intermediate and long-range planning eg less than three months, three months to two years, over two years

Options to address resource planning: planning and scheduling tools eg databases, spreadsheets, specialist software systems; ways of using available data to improve forecasts eg historical data, past performance, growth in the level of business

Briefing colleagues on trends, forecasts, resource availability: importance eg develop awareness of resourcing issues, opportunity to ask questions and clarify issues, ensure can carry out role effectively; background to trends/forecasts and implications on organisational objectives eg short-term demand forecasts, schedule modifications; communication eg timely, clear and conveys key issues

Implications of trends, forecasts and resource availability for organisational objectives: profile of expected response in relation to a marketing campaign eg variations hour in day, day in week and week in month; identifying developing trend at an early stage eg include in forecast of expected volumes and staffing schedules; trends eg analysis, overviews, themes, customer profiles; impact on staffing schedules eg availability, number of staff, modifying staffing schedules

Staff preferences and constraints in developing resource plans: importance eg ensure efficient and effective operations, take account of needs and preferences of individuals affected by resource plans; factors and constraints eg holidays, sickness, training; how individuals can express preferences eg opportunities for employees to contribute to development of schedules

Use of employee data and work records for resource planning: types of data/records eg shrinkage, rostered staff factor, availability, absence, training, performance issues; service level agreements relating to the production of source data; using historical data and past performance to improve schedules

How resource plans meet business needs and changing requirements: modify schedules to meet anticipated changes; adapt forecasting methods; long-term goals, medium-term objectives, short-term budgets; operational dynamics affecting resource requirements eg system response times, relationship between resourcing dynamics and organisational objectives; planning to balance business requirements and individual needs

Involving colleagues in resourcing decisions: importance eg colleagues feel listened to, consulted and valued, wider awareness of resource issues, ownership of process, motivating; consultation on possible options eg specifying and allocating resources, amendments to resourcing policies, service level agreements and targets; impact of individual or group behaviours on operational performance and efficiency establishing cross-functional procedures and relationships eg with marketing, accounts

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of resource planning within contact centres and how to use demand forecasting. Learners need to know and understand:

- how to analyse demand data to identify resource needs
- demand forecasting including metrics, acceptable tolerances and confidence limits
- how to plan staff schedules and activities taking account of staff feedback, organisational objectives and employee data and work records.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of resource planning within a contact centre.

Knowledge of issues relating to demand forecasting in a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for developing resource plans and ensuring the effective deployment of resources within a contact centre, for example a team leader, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a contact centre manager will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how demand forecasting and resource planning are dealt with in their centre and how all staff are involved as much as possible in the process. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of using the correct forecasting techniques and methods, collecting the relevant data and information to inform decisions, and of ensuring colleagues are briefed on trends, forecast and resource availability.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Bateson C and Mack D – *Understanding the Contact Centre Environment* (Financial World Publishing, 2002) 978-0852976371

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

HSE – *Management of Health and Safety at Work L21* (HSE Books, 2000)
ISBN 9780717624881

HSE – *Work with Display Screen Equipment: Health and Safety* (Display Screen Equipment) Regulations 1992 (HSE Books, 2003) ISBN 978-0717625826

Leaflets

Health and Safety Law: What you should know (HSE Publications)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. Other websites address legislation and regulatory issues. The following may be useful:

www.callcentre.co.uk Call centre news and information

www.contactcentreworld.com Contact Centre World

www.hse.gov.uk Health and Safety Executive

www.hsebooks.co.uk Health and Safety Executive Books

Unit 309: Principles of Incident Management through a Contact Centre

Unit code:	J/503/0409
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	28

Unit aim

This unit concerns understanding incident management through a contact centre and the use of incident management data.

Unit introduction

Some contact centres have specific responsibilities for dealing with emergency contacts. This involves contacts in which the person expects and/or demands the contact centre to be immediately responsive. Each organisation has well defined procedures designed to identify what is needed as quickly and accurately as possible. These procedures need to be followed closely as they 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 standard is about your role in handling incidents and taking responsibility for deploying available resources using appropriate communication systems. The role also involves supporting colleagues by providing guidance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand incident management through a contact centre	1.1 Describe the procedures and guidelines for incident handling, monitoring and management of complaints 1.2 Explain the strengths and weaknesses of methods of assessing the validity and priority of potential incidents 1.3 Explain the strengths and weaknesses of methods of monitoring the actions of those deployed to deal with incidents 1.4 Explain the importance of confirming the availability of suitable resources to deal with incidents 1.5 Explain the roles and responsibilities of staff deployed to deal with incidents 1.6 Explain the use of decision trees in incident management 1.7 Explain the importance of unambiguous communication in incident management
2 Understand the use of incident management data	2.1 Explain how to analyse incident management data to identify actions that will improve team performance 2.2 Explain the importance of reviewing incident management data

Unit content

1 Understand incident management through a contact centre

Procedures and guidelines: incident handling eg determining level of response, responsibilities on the scene, communication channels; managing complaints eg gather all relevant information, investigate complaint to establish validity keeping all relevant people informed, keep complainant informed, reporting outcomes of investigations and proposed actions using appropriate documentation, liaising with the media; monitoring complaints eg record all complaints and actions taken, identify and analyse trends , propose appropriate actions/changes to reduce number of complaints

Methods for assessing validity and priority of incidents: methods - definitions eg Civil Contingencies Act, Major Incident Plans, joint working partnerships such as London Emergency Services Liaison Panel (LESLP); criteria eg for escalating incidents, set questions to ask callers, first on scene systems such as CHALET, ETHANE, Advanced Medical Priority Dispatch System; strengths eg consistency as common definitions and criteria used , clear which action to take and responsibilities of each agency including incident command control, clear communication channels; weaknesses eg possible differences in priorities and definitions reflecting priorities and areas of responsibilities, information from caller is unclear or inaccurate, first on scene information is unclear or inaccurate eg memory-based systems, difficult to gauge initial extent of incident and issues which could escalate

Methods of monitoring actions of those dealing with incidents: during incident eg ongoing communication with contact centre, interagency liaison; post-incident eg review, staff involved complete appropriate documentation to record actions, outcomes and those involved; strengths eg contact centre can feed back to command chain (can escalate incident, deploy more/different resources), all agencies can be kept up to date during the incident, record of what happened by those on site; weaknesses eg communication equipment limitations, on-site team out of contact range, information may not be accurate or completely up to date, post-incident records rely on clear recall of details

Importance of confirming resource availability: on-site staff aware of back up they will receive, staff en route aware of resources already on site eg staff from other emergency services, statutory or voluntary agencies, specialist resources; enable teams to carry out role effectively eg minimise risks, secure the area, tend to casualties; on-site teams able to identify gaps and take appropriate action eg contingency procedures, inform contact centre

Roles and responsibilities of staff dealing with incidents: technical eg emergency services (firefighter, paramedic, police officer), statutory agencies (highways department officer); voluntary capacity eg St John Ambulance, British Red Cross; specialist role eg emergency medical team, bomb disposal; strategic eg managing and coordinating incident response, feeding back to command centre, liaising with the media; responsibilities eg comply with legal requirements, ensure safety of all present at the incident, correct, communicate with own team, other agencies, the contact centre, seek advice and support as necessary

Use of decision trees: model of decisions and possible consequences eg chance event outcomes, resource costs; decision analysis eg identify appropriate strategy, course of action, issues and relationship between events

Importance of unambiguous communication: all staff clear about situation on-site, available resources and other agencies involved; initial response and ongoing incident handling is appropriate eg timing, deployed resources; incident dealt with effectively eg risks minimised, area secured, casualties tended to; use of standard wording and codes for communication eg clear speech wording, radio codes, interagency understanding, tactical language

2 **Understand the use of incident management data**

Analysing incident management data: improvements to team performance eg response times, initial responses, actions taken on-site, communication, use of resources, interagency working; actions eg identify training and development needs, clarify communication channels and protocols for interagency working, update procedures and working practices, when and how to access additional resources

Reviewing incident management data: post-operation review and evaluation eg effectiveness of incident management; inform organisational strategy eg review procedures for managing incidents to meet current and anticipated needs, interagency working protocols and procedures

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the principles of incident management through contact centres. Learners need to know and understand:

- the procedures and guidelines for dealing with incidents and for monitoring and managing complaints
- the strengths and weaknesses of the methods used to assess incidents and monitor the actions of staff dealing with incidents
- the importance of confirming resource availability and of unambiguous communication
- how incident management data is analysed and reviewed.

A useful opening would be through small group discussions, during which learners can exchange their experiences of contact centres. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of incident management within contact centres.

Knowledge of issues relating to managing incidents in a contact centre environment gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for incident management, for example a command centre supervisor, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager of a contact centre which deals with incidents will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how incident management is dealt with in their centre, how the centre monitors and manages complaints and how it analyses and reviews incident management data to improve team performance and organisational strategy. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of confirming the availability of suitable resources, of unambiguous communication and of reviewing and acting on incident management data, and the consequences if this does not happen.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. An alternative could be logbooks or workbooks completed in the workplace or during visits.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Textbooks

Department of National Heritage (now DCMS) – *Guide to Safety at Sports Grounds* (The Stationery Office, 1997) ISBN 0113000952

Frostick S et al – *Safety and Security at Sports Grounds* (Paragon Publishing, 2005) ISBN 9781899820146

Health and Safety Executive – *Emergency Planning for Major Accidents: Control of Major Accident Hazards Regulations 1999* (HSE Books, 1999 ISBN 0 7176 1695 9)

Health and Safety Executive – *Essentials of Health and Safety At Work* (HSE Books, 2006) ISBN 9780717661794

Health and Safety Executive – *Investigating Accidents and Incidents* HSG 245 (HSE Books, 2004) ISBN 9780717628278

Major Incident Procedure Manual (6th edition) (London Emergency Services Liaison Panel, 2004)

Magazines

Call Centre Focus

Call Centre Helper

Websites

Tutors may wish to develop a list of employer sites that will support learning in an appropriate context. County or borough council major incident plans/guides are available on council websites. Other websites address legislation and regulatory issues. The following may be useful:

www.britsafe.org Safety Council

www.callcentre.co.uk Call centre news and information

www.contactcentreworld.com Contact Centre World

www.jems.com Emergency services resources

www.hse.gov.uk Health and Safety Executive

www.iosh.co.uk Institution of Occupational Safety and Health

www.rospa.com Royal Society for the Prevention of Accidents

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Please contact: National Occupational Standards

Council for Administration
www.cfa.uk.com

6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 020 7091 9620
Email: info@cfa.uk.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel BTEC qualification framework for the contact centre sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
4				Edexcel Level 4 NVQ Diploma in Customer Service (QCF) Edexcel Level 4 NVQ Diploma in Contact Centre Operations (QCF)
3			Edexcel BTEC Level 3 Award in Customer Service (QCF) Edexcel BTEC Level 3 Certificate in Customer Service (QCF) Edexcel BTEC Level 3 Certificate in Contact Centre Operations (QCF)	Edexcel Level 3 NVQ Diploma in Customer Service (QCF) Edexcel Level 3 NVQ Diploma in Contact Centre Operations (QCF) Edexcel Level 3 NVQ in Telesales

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2		Edexcel BTEC Level 2 Award in Customer Service (QCF) Edexcel BTEC Level 2 Certificate in Customer Service (QCF)	Edexcel BTEC Level 2 NVQ Certificate in Customer Service (QCF)	Edexcel Level 2 NVQ Certificate in Customer Service (QCF)
		Edexcel BTEC Level 2 Certificate in Contact Centre Operations (QCF)	Edexcel Level 2 NVQ in Telesales (QCF)	Edexcel Level 2 NVQ Certificate in Contact Centre Operations (QCF)
1			Edexcel BTEC Level 1 Award in Customer Service (QCF)	Edexcel Level 1 NVQ Certificate in Customer Service (QCF)
				Edexcel Level 1 NVQ Certificate in Contact Centre Operations (QCF)
				Edexcel Level 1 NVQ Award in Contact Centre Operations (QCF)

Annexe B

Wider curriculum mapping

Edexcel BTEC level 3 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of these qualifications applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout these qualifications to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards mapping

The grid below maps the knowledge covered in the Edexcel Level 3 Certificate in Contact Centre Operations (QCF) against the underpinning knowledge of the National Occupational Standards for contact centres.

KEY

- ✓ indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

NOS	Unit:	301	302	303	304	305	306	307	308	309	204	205	206	207	208
Improve your personal effectiveness at work in a contact centre		✓													
Seek opportunities to develop your own personal effectiveness at work in a contact centre		✓													
Improve organisational effectiveness to establish strategy for personal development in a contact centre		✓													
Comply with relevant health and safety procedures in a contact centre			✓												
Monitor health and safety procedures in a contact centre			✓												
Maintain and implement health and safety procedures in a contact centre			✓												
Review and develop health and safety policy and procedures in a contact centre			✓												
Use specific features of contact centre systems and technology					✓						✓				
Use systems and technology during customer contact in a contact centre					✓						✓	✓			
Support team use of contact centre systems and technology					✓						✓				
Manage the use of contact centre systems and technology					✓						✓				
Coordinate contact centre systems and technology					✓						✓				

NOS	Unit:	301	302	303	304	305	306	307	308	309	204	205	206	207	208
Contribute to customer service in a contact centre					✓							✓			
Deliver customer service through a contact centre						✓						✓			
Oversee customer service activities in a contact centre agent team						✓						✓			
Manage customer service delivery in a contact centre						✓						✓			
Review and design customer service procedures for use in a contact centre						✓						✓			
Contribute to basic sales activities in a contact centre							✓						✓		
Carry out direct sales activities in a contact centre							✓						✓		
Lead direct sales activities in a contact centre team							✓						✓		
Monitor and oversee direct sales activities in a contact centre							✓						✓		
Organise and manage direct sales activities in a contact centre							✓						✓		
Communicate simple information in customer contact through a contact centre							✓						✓		
Communicate information to customers in different but familiar contexts through a contact centre							✓						✓		
Communicate complex information to customers through a contact centre							✓						✓		
Coordinate customer communication processes in a contact centre								✓							
Contribute to performance management in a contact centre									✓						
Manage team and individual performance in contact centre operations									✓						
Develop and enhance performance management in a contact centre									✓						
Provide basic support through a contact centre for specified services and/or products								✓					✓		

NOS	Unit:	301	302	303	304	305	306	307	308	309	204	205	206	207	208
Provide support through a contact centre for specified services and/or products							✓					✓			
Support customers and colleagues when providing contact centre services								✓							
Review and maintain customer support operations in a contact centre								✓							
Manage the provision of customer support through a contact centre							✓								
Contribute to resource plan development in contact centre operations											✓				
Manage resource planning and improvement of resource allocation in a contact centre										✓					
Coordinate resource planning strategy in a contact centre										✓					
Handle incidents under direction in a contact centre										✓	✓			✓	
Manage incidents referred to a contact centre										✓	✓			✓	
Manage Incident Management Systems in a contact centre										✓	✓			✓	
Coordinate and develop strategy for incident management by a contact centre										✓	✓			✓	

Annexe D

Functional Skills Mapping

Mapping to Level 1 Functional Skills

Level 1	Unit number				
	204	205	206	207	208
English – Speaking, Listening and Communication	204	205	206	207	208
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects		✓			
English – Reading					
Read and understand a range of straightforward texts					
English – Writing					
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience		✓			

Level 1	Unit number				
	204	205	206	207	208
Mathematics – representing	204	205	206	207	208
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine					
Identify and obtain necessary information to tackle the problem	✓			✓	
Select mathematics in an organised way to find solutions					

Level 1	Unit number				
	204	205	206	207	208
Mathematics – analysing	204				
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes					
Use appropriate checking procedures at each stage					
Mathematics – interpreting					
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations					

Mapping to Level 2 Functional Skills

Level 2	Unit number								
	301	302	303	304	305	306	307	308	309
English – Speaking, Listening and Communication	301								
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓								
English – Reading									
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions		✓	✓						
English – Writing									
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively									

Level 2	Unit number								
	301	302	303	304	305	306	307	308	309
Mathematics – representing:									
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations				✓			✓	✓	
Identify the situation or problems and identify the mathematical methods needed to solve them									✓
Choose from a range of mathematics to find solutions									✓
Mathematics - analysing									
Apply a range of mathematics to find solutions									
Use appropriate checking procedures and evaluate their effectiveness at each stage				✓					✓
Mathematics - interpreting									
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations									
Draw conclusions and provide mathematical justifications									✓

Annexe E

Unit mapping overview

Edexcel Level 3 BTEC Award in Contact Centre Supervisory Skills legacy technical certificate/new QCF version of the BTEC Level 3 Certificate in Contact Centre Operations (QCF).

Level 2			
Old units	Unit 1	Unit 2	Unit 3
New units			
Unit 1		P	P
Unit 2	P		
Unit 3			
Unit 4	P		
Unit 5			
Unit 6	P	P	
Unit 7			P
Unit 8	P		

Level 3			
Old units	Unit 1	Unit 2	Unit 3
New units			
Unit 1	P		
Unit 2			P
Unit 3			
Unit 4			
Unit 5			
Unit 6			
Unit 7		P	
Unit 8			
Unit 9		P	

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of accreditation terminology

Accreditation start and end date	The first and last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Reference Application Database	Link to the Learning Aims Reference Application Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Publications Code BA025602 September 2011

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121