

Pearson BTEC Level 3 Diploma in Employment Related Services (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist 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 QCF has 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 every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Employment Related Services (QCF)
QCF Qualification Number (QN)	600/9662/7
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	11/06/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	159-245
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>)

QCF qualification number and qualification title

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

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 3 Diploma in Employment Related Services (QCF) is, designed to contribute to the skills, knowledge and overall performance of practitioners working within the employment related services sector.

It gives learners the opportunity to:

- develop knowledge of the employment related services sector
- develop skills in meeting the professionalization of the employment related services sector
- learn about the legal and ethical regulatory compliance
- supports practitioners towards the provision of high performing, professional services
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Apprenticeships

Skills for Justice approve the Pearson BTEC Level 3 Diploma in Employment Related Services (QCF) as the knowledge and competence components for the Advanced Apprenticeship in Employment Related Services.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Diploma in Employment Related Services (QCF).

Progression opportunities

Learners who have achieved the Pearson BTEC Level 3 Diploma in Employment Related Services (QCF) can progress to a job role within this sector such as Careers Information Advice and Guidance, Teaching or Training, or onto a related area of study, such as:

- Management qualification to support progression opportunities
- a Level 3 or 4 qualification in Advice and Guidance
- a Level 6 qualification in Career Guidance and Development
- a Level 3, 4 or 5 qualification in Education and Training.

Industry support and recognition

This qualification is supported by the professional body the Institute of Employability Professionals (IEP).

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Advice and Guidance, Business and Administration, Contact Centre, Customer Service, Leadership and Management, Learning and Development and Marketing and Sales. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 3 Diploma in Employment Related Services (QCF)

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

Minimum number of credits that must be achieved	37
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/503/2400	Understanding the Employment Related Services Sector	3	5	33
2	K/602/1597	Providing excellent customer service	3	6	40
3	L/600/9586	Manage own professional development within an organisation	3	4	20
4	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	R/601/1212	Communicate effectively with customers	2	5	33
6	T/601/1221	Deal with customers face to face	2	5	33
7	K/601/1216	Recognise diversity when delivering customer service	2	5	33
8	L/601/1239	Build and maintain effective customer relations	4	8	53
9	J/602/5138	Establish communication with clients for advice and guidance	3	3	20
10	R/602/5210	Understand the importance of legislation and procedures	3	3	24
11	M/602/5182	Negotiate on behalf of advice and guidance clients	5	5	35
12	T/602/5183	Liaise with other services	3	3	20
13	Y/602/5189	Manage personal case load	4	4	20

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
14	F/602/5199	Operate within networks	4	3	20
15	T/602/5202	Provide and maintain information materials for use in the service	4	3	15
16	R/602/5207	Facilitate learning in groups	4	3	20
17	F/602/5140	Develop interactions with advice and guidance clients	3	4	25
18	J/602/5141	Interact with clients using a range of media	2	3	20
19	R/602/5143	Assist advice and guidance clients to decide on a course of action	4	3	20
20	J/602/5172	Assist clients through advice and guidance to review their achievement of a course of action	4	3	20
21	R/600/9587	Develop, maintain and review personal networks	4	4	25
22	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4	20
23	H/600/9660	Develop working relationships with colleagues	2	3	15
24	K/600/9661	Develop working relationships with colleagues and stakeholders	4	4	20
25	F/600/9715	Make effective decisions	3	3	10
26	J/503/0362	Use systems and technology during customer contact in a contact centre	2	4	24
27	K/503/0385	Deliver customer service through a contact centre	2	5	12
28	K/503/0404	Communicate information to customers through a contact centre	3	4	8
29	L/503/0413	Provide support through a contact centre for specified products and/or services	2	4	18
30	L/503/0394	Carry out direct sales activities in a contact centre	2	5	15
31	D/503/0397	Lead direct sales activities in a contact centre team	3	4	8

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
32	D/601/2475	Communicate in a business environment	2	3	18
33	L/601/2519	Manage own performance in a business environment	3	3	12
34	A/601/2550	Deliver, monitor and evaluate customer service to internal customers	3	3	12
35	L/502/8631	Preparing and delivering a sales presentation	3	4	28
36	L/502/8564	Selling face to face	2	4	25
37	T/502/8588	Preparing and delivering a sales demonstration	2	3	20
38	F/502/8612	Negotiating, handling objections and closing sales	3	4	32
39	H/502/8599	Generating and qualifying sales leads	2	2	15
40	F/502/8559	Time planning in sales	2	2	13
41	F/502/9548	Facilitate learning and development in groups	3	6	25
42	J/502/9549	Facilitate learning and development for individuals	3	6	25
43	K/502/9544	Identify individual learning and development needs	3	3	24
44	T/502/9546	Plan and prepare specific learning and development opportunities	3	6	20
45	F/502/9551	Engage learners in the learning and development process	3	6	30
46	Y/503/2410	Sustaining an Employment Outcome	3	3	6
47	J/602/0103	Understand mental health problems	3	3	14

Centres should be aware that within the Level 3 qualification in this specification, learners would be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

4 Assessment

Assessment requirements/strategy

The assessment strategy for this qualification has been included in *Annexe C*, the table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

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

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

5 Recognising prior learning and achievement

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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

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

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

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

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

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

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

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

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

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

The following sections appear within relevant unit

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

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

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understanding the Employment Related Services Sector

Unit reference number: M/503/2400

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit aim

The aim of this unit is for learners to develop their understanding and knowledge of the Employment Related Services Sector. This will include the understanding and knowledge of the role of the sector, programmes and services delivered within the sector and primary frameworks that underpin effective practice within the sector. Learners will also need to understand labour market information in order to deliver within the sector and how to improve service delivery by using labour market information.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role of the employment related services sector.	1.1	Describe the role of the sector.	<ul style="list-style-type: none"> □ Role of the sector to find employment for various types of people: unemployed, people looking for new employment, people with learning difficulties, people with disabilities
		1.2	Describe the objectives of the sector.	<ul style="list-style-type: none"> □ Using current policies and objectives of the sector to find employment for various types of people: unemployed, people looking for new employment, people with learning difficulties, people with disabilities
		1.3	Describe the responsibilities of key stakeholders.	<ul style="list-style-type: none"> □ Key stakeholders: government departments/agencies, industry bodies, providers, delivery partners, employers, clients, communities
		1.4	Summarise the relationship between own organisation and key stakeholders.	<ul style="list-style-type: none"> □ Relationship between organisation and stakeholder: finding clients sustainable for employment, working with agencies to overcome barriers for clients, engaging employers to employ clients, engaging with communities to work with clients □ Organisation working in line with government and agency requirements and how this impacts on the client

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Explain own job role in relation to the needs of key stakeholders.	<ul style="list-style-type: none"> □ Own job role in relation to needs of key stakeholders: helping clients by giving advice and guidance, finding employment □ Working with employers so that clients are engaged to work and find employment □ Working within requirements of government and agency requirements and in line with organisation requirements
		1.6	Describe how to meet contractual obligations that apply to own job role.	<ul style="list-style-type: none"> □ Job specification and contractual requirements that are applicable to job role □ Legal requirements of job role: data protection, contractual requirements, confidentiality and how this fits into their job role
2	Understand the programmes and services delivered in the employment related services sector.	2.1	Describe the aims of different types of employment related programmes.	<ul style="list-style-type: none"> □ Current employment related programmes eg The Work Programme, Work Choice Programme, Job centre plus support contracts, Access to work, New enterprise allowance scheme etc
		2.2	Describe the service recipients of employment related programmes.	<ul style="list-style-type: none"> □ Service recipients: long term unemployed, young adult unemployed, NEETS, adults with learning difficulties, adults with mental health issues, adults with physical disabilities

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Describe services delivered in the sector.	<ul style="list-style-type: none"> □ Services: case management, labour market and career advice, job search assistance, CV preparation, training, coaching, interview preparation, working in a group, marketing to potential employers, referral to other services, in work support services
		2.4	Explain the relationships that exist between programmes and services.	<ul style="list-style-type: none"> □ Understand how services are relevant to current programmes, for example: <ul style="list-style-type: none"> • The Work Programme e.g. career advice, job search assistance, marketing to potential employers • Work Choice programme e.g. job search assistance, case management and labour market and career advice, in work support, case management • Access to work e.g. referral to other services, job search assistance, labour market and career advice, case management, in work support • Job centre plus support contracts e.g. job search assistance, labour market and career advice, marketing to potential employers • Mandatory Work Activity e.g. marketing to potential employers, job search assistance, case management, in work support • New enterprise allowance scheme e.g. case management, referral to other services

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the primary frameworks that underpin effective practice in the employment related services sector.	3.1	Describe the primary frameworks.	<ul style="list-style-type: none"> □ Understanding duty of care, ethical behaviour and decision making, contractual requirements, legislative and regulatory requirements relevant to the sector, code of conduct, organisational policies and procedures (e.g. Health and Safety, Equality and Diversity, data protection, confidentiality)
		3.2	Explain how to ensure compliance with industry standards for: <ul style="list-style-type: none"> • Ethical conduct • Effective practice 	<ul style="list-style-type: none"> □ Understanding of what compliance means within the employment related services sector □ Ensuring that work with clients is carried out in an ethical way: working with the best interest of the client at the centre of all work, contractual requirements, code of conduct relating to supply chain management, Trade association codes of practice or ethics □ Effective practice within the employment related services sector: good time management, gaining the best result possible for the client
		3.3	Explain how to ensure compliance with legislation and/or regulations relevant to delivery of employment related services.	<ul style="list-style-type: none"> □ Legislative and regulatory requirements within employment related services: data protection, equality, freedom of information, health and safety at work, employment rights and responsibilities
		3.4	Describe how to comply with organisational standards relating to service delivery.	<ul style="list-style-type: none"> □ Organisational standards: data protection, confidentiality, accurate recording and filing of paperwork, effective time management, effective case management, appropriate and effective communication

Learning outcomes		Assessment criteria		Unit amplification
4	Understand labour market information for delivery of employment related services.	4.1	Identify labour market information that is relevant to delivery of services in own area of responsibility.	<ul style="list-style-type: none"> □ Understand labour market information at local level and have a broad understanding of national and neighbouring local areas. □ Sources of labour market information: local authority statistics, department for work and pensions website, UK Data archive website, UK national statistics website
		4.2	Explain how to collect current, relevant labour market information from reliable sources.	<ul style="list-style-type: none"> □ Understanding of information collection from reliable sources: in hard copy via reports from within organisation or from websites
		4.3	Describe the key characteristics of the labour market for: <ul style="list-style-type: none"> • Major industries • Key employers and occupations • Skills in demand • Trends • Other factors affecting the labour market. 	<ul style="list-style-type: none"> □ Key major industries: e.g. retail, hospitality, care, administration □ Key employers both locally and nationally: e.g. large supermarket chains, national hospitality employers, local and national care organisations, key local employers □ Skills in demand: e.g. IT, manual skills, communication □ Trends and other factors: employment factors locally, level of unemployment locally compared to nationally, new industries opening locally

Learning outcomes		Assessment criteria		Unit amplification
5	Understand how to improve service delivery by using labour market information.	5.1	Identify specific improvements that could be made to the service delivery as a result of labour market information.	<ul style="list-style-type: none"> □ Understand how to identify what an improvement is and how this can be used to improve service delivery: engaging with a new employer who has just started working in the local area and engaging with the employer early to encourage employment of clients □ Improvements to paperwork, systems of dealing with client, communication and communication channels including improvements to working with partners and stakeholders □ Improvements to delivery of training courses to streamline to labour market information and local needs
		5.2	Describe how to use the results of labour market analysis to improve service delivery in own job role or own team.	<ul style="list-style-type: none"> □ Improvements within own job role e.g. communication channels, time management skills, paperwork amendment, effective working practices in line with organisation requirements □ Improvements within own team e.g. communication, team management, division of team work objectives

Information for tutors

Delivery

A practical approach to this unit is strongly recommended as the learners need to demonstrate knowledge and understanding of the employment related services sector and how their organisation and job fit into this sector.

Learning outcome 1 expects learners to know who key stakeholders are and be able to summarise the relationship between the key stakeholders and their own organisation. Learners may have some experience of the employment related services sector and understand what the objective and role of the sector is, including how their own role relates to the needs of the sector and key stakeholders. Learners also need to know what contractual obligations are in place and how this applies to their own job role.

Learning outcome 2 requires understanding of the different types of programmes and services delivered within the employment related services sector. Taking into account who the recipients of the services are and how the services are delivered within the sector. Learners also need to be able to explain how programmes and services relate to one another.

Learning outcome 3 requires learners to show an understanding of what industry standards are in place and what ethical standards are in place and what is expected of them e.g. confidentiality, data protection etc. Learners need to show their understanding of what effective practice is and how compliance and organisation standards relate to service delivery. Learners may need to do research around data protection, confidentiality, equality and diversity law and regulations. Learners may have some experience of primary frameworks and further research and learning may need to take place using Department for Work and Pensions website.

Learning outcome 4 expects to understand the labour market locally. Learners should also have a broad understanding of the labour market nationally and within the neighbouring local areas. This should be discussed in relation to major industries, key employers and occupations, skills in demand, trends and any other factors that affect the labour market. Learners can research through their own organisation and trade magazines and/or publications.

Learning outcome 5 requires learners to identify improvements that can be made to service delivery as a result of the labour market information gained. This improvement can be within the organisation and does not necessarily need to be a major change; it could be a small change and/or improvement. Learners need to analyse labour market information to extract relevant information in order to identify an improvement to service delivery.

All learning outcomes are knowledge based and it is recommended that learning outcomes are delivered in sequential order, from learning outcome 1 to learning outcome 5. Learners may have experience of one part of the employment related services sector and may need to research other relevant services and delivered programmes within the sector.

Learners may wish to produce product evidence as supplementary evidence for this unit and this evidence may then cross reference into other units chosen by the learner.

The main assessment methods for this unit are discussion or internally devised assessments.

Assessment

Learners must meet all learning outcomes and assessment criterion to achieve the unit.

Assessment can be in the form of discussions or centre devised assessments and mark schemes for this unit. Additional supporting evidence can be provided, should learners wish to provide this to back up discussions.

This unit can be assessed holistically along with the other Employment Related Services units.

It is advised that learners keep a log of evidence recorded against each assessment criterion.

Suggested resource

Work Programme Information – <http://www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/provider-guidance/work-programme-provider.shtml>

Access to Work Information — <http://www.dwp.gov.uk/supplying-dwp/what-we-buy/access-to-work/>

New Enterprise Allowance Scheme Information — <http://www.dwp.gov.uk/adviser/updates/new-enterprise-allowance/>

Work Choice Programme Information — <http://www.dwp.gov.uk/docs/work-choice-section1.pdf>

Jobcentre plus support contracts Information — <http://www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/jobcentre-plus-support/>

Unit 2: Providing excellent customer service

Unit reference number: K/602/1597

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

This unit aims to develop learners' understanding of customer service offers and how they are designed to meet the needs of customers and the organisation. Learners will also develop knowledge of the factors that can affect the customer service offer including procedures, regulations and legislation.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Know what makes good customer service.	1.1	Explain the importance of effective teamwork for the delivery of excellent customer service.	<ul style="list-style-type: none"> □ Team characteristics: e.g. size, relationship to other functional areas, individual and team roles and responsibilities, effective and ineffective behaviours □ Importance of effective teamwork: maximise efficiency, support organisation survival and growth, improve competitive advantage
		1.2	Identify methods of dealing with different types of customers to achieve customer satisfaction.	<ul style="list-style-type: none"> □ Different types of customer: segmentation (occupation, income, lifestyle, family, location), consumers, business to business □ Approaches to customer satisfaction: responding to customer requests, up to date knowledge of product and service ranges, availability (products, staff), providing accurate information
		1.3	Explain the importance of effective communication in the delivery of excellent customer service.	<ul style="list-style-type: none"> □ Communication requirements: relevant and timely, understandable, available in a format suitable for the customer and nature of the information, e.g. written, oral, online, etc □ Importance to organisation: creates an impression, effects customer confidence, supports sales, avoids misunderstandings
		1.4	Describe how customer service practitioners can ensure their communication with diverse groups of customers is effective.	<ul style="list-style-type: none"> □ Consumers or business to business: characteristics (e.g. age, gender, disabilities, income, interests), location (e.g. local, regional, national, global) □ Communications: customer feedback including surveys (online, face to face, postal, phone), individual complaints and recommendations, currency and reliability of information given, impact on business

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the value of good customer service.	2.1	Explain how customers form their expectations of customer service.	<ul style="list-style-type: none"> Customer service expectations: availability of information on customer rights and complaint procedures, access to communication channels including ease of giving feedback, staff attitudes, overall efficiency, type of additional services offered, comparison with competitor services
		2.2	Describe how customer service can contribute to best value in organisations.	<ul style="list-style-type: none"> Best value: putting customer first, benefits of using benchmarking, commitment to implement improvements
		2.3	State how customer service can provide a competitive advantage for commercial organisations.	<ul style="list-style-type: none"> Competitive advantage in commercial organisations: effective management, market awareness, ongoing market research including focus groups, aims and objectives (sales, profitability, repeat business, market position, job security)
		2.4	Outline the importance of continuous improvement within customer service.	<ul style="list-style-type: none"> Continuous improvement: learning from others, weaknesses identified and addressed, improvements implemented Risks of failing to address customer service weaknesses: increased complaints, loss of market share and customers, falling profitability, implications for viability of business, reduced job security
3	Know about customer service offers.	3.1	Describe how customer service offers are designed to meet customer expectations.	<ul style="list-style-type: none"> Service offer: extent and limit of the customer service, identifying and meeting customer expectations and requirements, adapting service to meet changing circumstances and customer groups
		3.2	Identify how service offers are affected by resource limitations.	<ul style="list-style-type: none"> Resource limitations: e.g. nature of the organisation (premises, location), access to physical resources, transport facilities and technological support, availability of supplies, staff availability, opening times

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Identify the impact that service offers may have on different people in the service chain.	<ul style="list-style-type: none"> □ People in service chain: sales representatives, suppliers, customer service, distributors, manufacturers, after sales support, management, retailers, customers □ Impact of service offers: viability of offer, relationships with external organisations, staff and management requirements
		3.4	Outline why organisations need to balance customer satisfaction with organisational goals.	<ul style="list-style-type: none"> □ Organisational goals: e.g. survival, expansion, contraction, reduced costs, additional sources of revenue, improved or reduced service levels □ Impact on customer satisfaction: expectations, satisfaction levels
4	Understand factors affecting the service offers of organisations.	4.1	Explain the importance of following organisational procedures in the delivery of customer service.	<ul style="list-style-type: none"> □ Organisational procedures: formalised procedures with clear stages, informal custom and practice, unendorsed changes to organisational procedures, planned changes
		4.2	Compare the different approaches to customer service across industries.	<ul style="list-style-type: none"> □ Characteristics of industries: purpose, ownership, management, sector, scale, size, location (local, national, global) □ Approaches to customer service: aims and objectives, communication methods (face to face, online, telephone, letter), formality of processes and procedures (dedicated team or individual, all staff)
		4.3	Describe features of services or products that can influence customer service delivery.	<ul style="list-style-type: none"> □ Features of products or services: elasticity of demand and supply, sales methods, consumer (e.g. face to face, online, mail order), business to business, location, premises, variety of product ranges and characteristics, pricing and special offers, after sales service
		4.4	Justify ethical and value based approaches of organisations to customer service.	<ul style="list-style-type: none"> □ Value based and ethical approaches: putting customers first, listening to what customers value, using feedback as a basis for planning improvement, impact of organisation on local residents and environment

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Explain how personal behaviour affects the success of any changes to customer service delivery.	<ul style="list-style-type: none"> □ Personal behaviour: experience and knowledge, adaptability, efficiency and promptness, attitude and approachability, flexibility □ Impact of changes on customer service: positive, negative, neutral
		4.6	Outline legislation that impacts on customer service.	<ul style="list-style-type: none"> □ Legislation: key requirements of health and safety at work, equality, data protection, trade descriptions, unfair contract terms, sale of goods, consumer protection, consumer credit, sale and supply of goods
		4.7	Outline external regulation that impacts on customer service.	<ul style="list-style-type: none"> □ External regulation: e.g. Institute of Customer Service, Unfair Terms in Consumer Contracts, Office of Fair Trading, Ofgem, Ofwat
5	Understand how organisational policies and procedures can impact on customer service improvements.	5.1	Outline types of organisational policies and procedures that need to be taken into account when proposing improvements in customer service.	<ul style="list-style-type: none"> □ Policies and procedures: customer rights, contractual agreements, staff contracts and responsibilities, staff development and appraisal schemes, services e.g. customer loyalty schemes, free delivery
		5.2	Explain how to gain approval to change customer service procedures.	<ul style="list-style-type: none"> □ Changing procedures: developing a business case, benefits versus costs, assessing positive and negative impact on service provision
		5.3	Identify the limitations of the roles of customer service practitioners.	<ul style="list-style-type: none"> □ Limitations of customer service roles: span of control, extent of experience and knowledge, availability, location, coping with varying levels of customer demand
		5.4	Identify who needs to be involved if customer service practitioners cannot authorise improvements alone.	<ul style="list-style-type: none"> □ Authorising improvements: managers, budget holders, other relevant staff, suppliers, distributors, retailers

Learning outcomes		Assessment criteria		Unit amplification
		5.5	Explain strategies that can be used to involve colleagues or service partners in the implementation of improvements.	<ul style="list-style-type: none"> □ Strategies to involve others in implementing improvements: early consultation, appropriate information, regular communications and updates, realistic timescale for implementation

Information for tutors

Delivery

This unit should normally be delivered in the workplace and in a way that develops learner knowledge and understanding of what customer service offers are. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the value and effect of customer service offers on the effective delivery of customer service, as well as the effect that procedures and regulations can have on the service offer.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the customer service offer in their organisation.

Perspectives on effectiveness of the service offer gained through engaging with customers, employers and employees, rather than through a purely theoretical context are key. This should be made possible by learners working with other customer service deliverers, particularly line managers.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 expects learners to demonstrate knowledge of what makes good customer service, focusing on teamwork, dealing with different customer groups and effective communication. Learners should be able to draw on their own experience as customers as well as any experience gained in a customer service role.

Learning outcome 2 requires learners to demonstrate understanding of the value of good customer service including how customers form expectations, and how customer service contributes to best value in an organisation and also to a commercial organisation gaining competitive advantage. Opportunities for continuous improvement in customer service need to be considered.

Learning outcome 3 expects learners to know how service offers meet customer expectations and the impact on different stakeholders in the service chain. They also need to consider the effect of resource limitations as well as the relationship between satisfied customers and organisational goals.

Learning outcome 4 requires understanding of factors affecting service offers including organisational procedures, types of industry and products, ethical and value based approaches. Learners must also consider the impact of personal behaviour, legislation and external regulation on the service offer.

Learning outcome 5 expects learners to demonstrate understanding of how policies and procedures impact on improvements to customer service. Learners will need to consider types of policies and procedures used in organisations and how to get approval for changes. They will need to identify limitations of customer service roles and suggest other stakeholders who need to be involved in authorising changes to customer service. Finally learners will need to consider strategies to involve others in the implementation of improvements.

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

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria in this unit is through centre devised assessment, which can include materials and professional discussion. Opportunities exist for assessment to include: role play, report writing, variety of different communication methods, e.g. posters, diagrams, letters, emails, phone calls, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each criterion, but a holistic approach can be taken to each learning outcome and potentially for the unit as a whole.

Suggested resource

Textbooks

Evenson R — *Customer Service Training 101: Quick and Easy Techniques That Get Great Results* (Amacom; 2nd Edition, 1 Oct 2010) ISBN-13: 978-0814416419

Leland K, Bailey K — *Customer Service For Dummies* (John Wiley & Sons; 3rd Edition, 12 May 2006) ISBN-13: 978-0471768692

Websites

Customer Insight magazine – <http://www.customer-insight.co.uk/>

Institute of Customer Service – <http://www.instituteofcustomerservice.com/>

Times 100 Business Case Studies – <http://businesscasestudies.co.uk/#axzz2CrOKcXNE>

Unit 3: Manage own professional development within an organisation

Unit reference number: L/600/9586

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to demonstrate how they manage their own professional development within an organisation. This will include the ability to assess own career goals, personal development and setting personal work objectives. Learners will also need to produce a personal development plan and demonstrate how this is implemented and monitored.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to assess own career goals and personal development.	1.1	Identify own career and personal goals.	<ul style="list-style-type: none"> □ Personal goals can be aspirations that the learner has and wants to achieve on a personal level eg passing driving test, carrying out voluntary work, studying a specific subject of interest □ Career goals: what job/position person wants/sees themselves in now/future (e.g. short term, medium term and long term career/personal goals) □ Use a development plan and link career and personal goals to the PDP and current/future work, work life balance, mobility (readiness to move)
		1.2	Assess how own career goals affect work role and professional development.	<ul style="list-style-type: none"> □ How career goals link to current work and knowledge needed for job role: job specifications can be used as a tool to recognise gaps in goal and knowledge □ Knowledge and application of TNA (Training needs analysis) and how these can link into personal/career goals
2	Be able to set personal work objectives.	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.	<ul style="list-style-type: none"> □ SMART objectives: how to set them, who to set them with, how to assess them, how they help to achieve work objectives, how they fit into team and organisation objectives □ Ways of measuring objectives: team meetings, one to one supervision, staff appraisals, development plans and work reviews eg 6 monthly appraisals. □ Tools learners can use to show how they have SMART targets: Personal Development Plan (PDP), to do lists, work calendars

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce a personal development plan.	3.1	Identify gaps between objectives set, own current knowledge and skills.	<ul style="list-style-type: none"> □ Use of job descriptions, job roles, appraisals to identify gaps within current knowledge and skills sets □ Showing how knowledge fits into current work objectives that have been set and how any gaps can be identified. Is the gap of knowledge critical to work role or future work role? □ Consideration of learning styles e.g. Kolb's learning cycle, Honey and Mumford
		3.2	Produce a development plan.	<ul style="list-style-type: none"> □ Transfer objectives into development plan
4	Be able to implement and monitor own personal development plan.	4.1	Plan activities identified in own development plan.	<ul style="list-style-type: none"> □ Appropriate ways to undertake development activity: external training/learning, internal training/learning, timescales, resources needed including people and technology, support available and cost
		4.2	Explain how to monitor and review own personal development plan.	<ul style="list-style-type: none"> □ Record keeping of development activity undertaken and what this should contain e.g. date and what the outcome was and any ensuing further action □ Recording of success of development activity e.g. certificate, completed development plan with dates all filled in and reviews □ Appraisal can show progression of performance as a result of any development activity □ Evaluation of development activity: which activity was successful and why, how skills and knowledge have benefited, how this has impacted on performance and job role □ How obtaining feedback from managers, colleagues, customers and how this fits into the monitoring and evaluation process of development process □ How evaluation feeds into the self development cycle

Information for tutors

Delivery

A practical approach to this unit is strongly recommended as the learners need to demonstrate knowledge and competence through their performance and ability to assess career and personal goals, set work objectives, produce a personal development plan and implement and monitor the development plan.

All learning outcomes are performance based and this can be demonstrated through using various assessment tools such as discussions, observations, witness testimony and product evidence eg a development plan.

Learning outcome 1 requires learners to demonstrate their competence and performance in being able to identify their own career and personal goals and show how their career goals affect their work role and professional development. Development plans would be a primary source of evidence for this learning outcome, as would an appraisal. Both of these pieces of evidence will be able to link the learner's career and personal aspirations with their current and future work.

Learning outcome 2 expects learners to understand what SMART means and what SMART targets are. In turn learners need to show how they apply this within their work objectives and how this fits in with organisational objectives.

Learning outcome 3 requires learners to show, through their development plan, how they identify gaps between objectives that have been set for them and in their own current knowledge and skills set. Learners need to understand what should be in a development plan so that they can produce one for themselves.

Learning outcome 4 requires learners to show how to plan identified activities within their development plan, taking account of timescales, priorities, cost, resource factors and support factors. Learners need to be able to show how they monitor and review their own personal development plan and who else may be involved in this with them eg managers, course tutors, colleagues etc. Learners also need to show how they identify whether the development undertaken enhances their own performance within their work.

Assessment

Learners must meet all learning outcomes and assessment criterion to achieve the unit.

Assessment can be in the form of discussions, observation, product evidence, learner reflective statements and witness testimonies.

It is advised that learners keep a log of evidence recorded against each assessment criterion.

Suggested resource

www.mindtools.com:

Identifying personal and career goals
Meaning of SMART
Personal Development Plans

<http://www.peterhoney.com/content/buyers-guide-how-to-produce-personal-development-plans.html>

Peter Honey manuals on producing development plans

<http://www.jobs.ac.uk/careers-advice/managing-your-career/1575/how-to-create-a-professional-development-plan/>

How to create a professional development plan

<http://www.cipd.co.uk/hr-resources/>

Career development
Performance management
Employee health and wellbeing
Learning and development

Unit 4: Ensure compliance with legal, regulatory, ethical and social requirements

Unit reference number: H/600/9609

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to identify and provide recommendations, to correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.	<ul style="list-style-type: none"> □ Awareness of current legal requirements: employment relations, health and safety at work, equality, data protection and other relevant legislation, e.g. trade descriptions, sale of goods, consumer protection, sale and supply of goods, unfair contract terms and conditions, freedom of information □ Awareness of current regulatory requirements: e.g. management of health and safety at work, manual handling operations, health and safety display screen, electricity at work, reporting of injuries, use of work equipment, first aid, relevant EU Directives, requirement for continuing professional development □ Ethical requirements: code of business ethics (purpose and relevance to employees, customers, shareholders, suppliers, local and wider community), socially responsible investment (SRI), transparency, fairness □ Social requirements: continuing process, organisation's own policies and procedures, suppliers and distributors policies and procedures, improving conditions (health, safety, fundamental rights) for employees and stakeholders (local, regional, national, global), protecting areas of operation (communities, environment)

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li data-bbox="1025 288 2058 560">□ Prepare to monitor operational compliance: all guidance, policy and procedure documentation in place (process based format, up to date, current, consistent, relevant, accessible to relevant stakeholders, implemented), management roles and responsibilities defined in documentation, relevant staff aware of the requirements and their responsibilities, reporting lines to named personnel, risk measures established, e.g. individuals, teams, functional areas, organisation, individual premises, suppliers <li data-bbox="1025 584 2058 719">□ Conduct monitoring procedures for operational compliance: implement checks (regular planned reviews, random, response to potential or actual failure in compliance), timescales, standard templates for recording outcomes <li data-bbox="1025 743 2058 903">□ Complete monitoring procedures for operational compliance: collate data and information, potential or actual risks raised with relevant managers, report prepared, plans for future changes to compliance requirements considered, eg updates to guidance, policy and procedure documentation, staff training

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility.	2.1	Identify areas of non-compliance with legal, regulatory, ethical and social procedures.	<ul style="list-style-type: none"> Non-compliance with legal, regulatory, ethical and social requirements relating to own area of responsibility: specific areas of non-compliance identified (legislation, regulation, ethical, social), risk assessed, actions identified, timescale for rectification determined
		2.2	Examine reasons for non-compliance with procedures.	<ul style="list-style-type: none"> Reasons for non-compliance in own area of responsibility: efficiency of management, span of control, size and scale of organisation, awareness of current requirements, appropriateness of organisation's guidelines for policies and procedures, communication channels, introduction of cost saving measures, staff training, staff numbers and supervision (full time, part time, contract workers), language skills of staff (written, oral)
		2.3	Make recommendations for corrections to ensure compliance with procedures.	<ul style="list-style-type: none"> Correcting non-compliance: reporting issues (timely, accurate, named managers, external bodies), analysis of reasons for non-compliance, review (policy and procedure documentation, guidance information, organisational structure, communication channels, staff supervision requirements, training), summarise findings, potential penalties identified, dealing with negative responses, e.g. anger, aggression, stress, denial, blaming others, dismissive Recommendations to restore compliance: outcome of review, required actions explained, responsibilities established, deadlines agreed, regular cycle of reviews established

Information for tutors

Delivery

This unit should be delivered in a way that allows learners to demonstrate their ability to address non-compliance, whilst developing the knowledge and understanding of the legal, regulatory, ethical and social requirements required in their own area of practice and how they should be monitored. They should also know and understand the benefits of having appropriate policies, procedures in place for measuring compliance with the requirements, and ensuring that managers and staff are kept updated and fully aware of these requirements.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the legal, regulatory, ethical and social requirements in their own area of responsibility. This will better enable them to identify when non-compliance with requirements has occurred and to make suitable recommendations for actions to restore compliance with all legal, regulatory, ethical and social requirements with a suitable timescale.

Learning outcome 1 requires learners to be able to monitor operational compliance to meet requirements in their own area of responsibility, which will need to be clearly defined for the tutor. They will need to develop the knowledge and understanding to allow them to demonstrate awareness of key aspects of legislation for health and safety, equality and diversity, employment and data protection, as well as all other legislation and regulation applicable to their area of responsibility. They will also need to consider the impact of ethical and social requirements. Learners will need to demonstrate how monitoring compliance can be carried out, including the arrangements for preparing, conducting and completing the monitoring activity.

Learning outcome 2 expects learners to be able to identify areas of non-compliance with procedures in their own area of responsibility and examine the underlying reasons, before making recommendations to correct the situation and establish compliance. Learners will consider the need to comply with relevant legislation, regulation, ethical and social requirements, the need to assess the risk of potential non-compliance, the impact of the nature of the organisation and appropriateness of guidelines, policies and procedures. They should also consider the roles of staff, together with the need for adequate supervision, the overarching responsibilities on management, availability of appropriate training and the need for updating. Finally they will need to demonstrate they are able to carry out reviews, report the findings, establish suitable action plans and make recommendations to ensure full compliance.

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. Centres need to refer to Pearson's Distance Learning Policy, if this unit is delivered through distance learning

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria in this unit is through centre devised assessment, which may contain, materials, practical demonstration and professional discussion. Learners will need to demonstrate the ability to write reports, create and update guidance documents, use templates and communicate effectively. A variety of other written and oral communication methods could be used in assessment, eg posters, diagrams, letters, leaflets, face to face meetings and presentations. In addition learners may find it helpful to use case studies and engage in role play. Supporting witness statements can be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each criterion, but a holistic approach can be taken to the unit.

Suggested resource

Journals and/or magazines

Westburn Publishers Ltd — *Social Business*

Other

Learners and tutors are advised to consult textbooks, journals and website relevant to learners' own area of responsibility

Websites

Institute of Business Ethics – <http://www.ibe.org.uk/>

The Ethical Business Guide — How to run your business the ethical way
http://unltd.org.uk/wp-content/uploads/2012/11/The_Ethical_Business_Guide.pdf

Unit 5: **Communicate effectively with customers**

Unit reference number: R/601/1212

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit aim

To provide good customer service the learner needs to understand what customers want and how they feel. This means that they need to share information with them and listen carefully to them. Customers need to understand what the learner is telling them and what they are able to do for them. Communication is an essential skill for delivering good customer service.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Communicate effectively with customers.	1.1	Listen actively to what customers are saying.
		1.2	Identify the most important things that customers are telling them.
		1.3	Respond appropriately to what customers are telling them.
		1.4	Check that they understand what customers are telling them and make sure it is really what they mean.
		1.5	Summarise information for customers.
		1.6	Explain in a way that is clear and does not cause offence when they cannot help a customer.
		1.7	Use appropriate body language when communicating with customers.
		1.8	Read customers' body language to help them understand their feelings and wishes.
		1.9	Deal with customers in a respectful, helpful and professional way at all times.
		1.10	Help to give good customer service by passing messages to colleagues.
2	Understand how to communicate effectively with customers.	2.1	Identify the difference between hearing and listening.
		2.2	Explain how to listen actively.
		2.3	Describe how to read both positive and negative body language.
		2.4	Explain how to use body language effectively.
		2.5	State how to use questions to check that they understand what customers are telling them.
		2.6	Identify the difference between negative and positive language.

Learning outcomes		Assessment criteria	
		2.7	Explain how to summarise.
		2.8	Explain why it is important to speak clearly.
		2.9	Explain why it is important to use words that the customer will understand.
		2.10	Describe how to communicate with customers who have language, dialect or accents that are different from theirs.
		2.11	Explain why the way things are said, and the tone of voice, affects the way a customer experiences customer service.
		2.12	Identify what information is helpful to pass on in messages to colleagues so that customers receive good service.

Unit 6: Deal with customers face to face

Unit reference number: T/601/1221

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit aim

This unit is about the skills the learner needs to deal with their customer in person and face to face. When they are working with a customer in this way, good feelings about the way the learner looks and behaves can improve how their customer feels about the transaction and give them greater satisfaction. Whilst verbal communication is important, the learner focus on their customer and the relationship that is formed also depends on the non-verbal communication that takes place between them. The learner will have many opportunities to impress their customer and their behaviour in this situation can make all the difference to customer behaviour and the satisfaction that they feel.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Communicate effectively with their customer.	1.1	Plan a conversation with their customer that has structure and clear direction.
		1.2	Hold a conversation with their customer that establishes rapport.
		1.3	Focus on their customer and listen carefully to ensure that they collect all possible information they need from the conversation.
		1.4	Explain their services or products and their organisation's service offer to their customer clearly and concisely.
		1.5	Adapt their communication to meet the individual needs of their customer.
		1.6	Anticipate their customer's requests and needs for information.
		1.7	Balance conflicting demands for their attention whilst maintaining rapport with their current customer.
		1.8	Calm down situations when one customer is adversely affecting the customer service enjoyed by other customers.
2	Improve the rapport with their customer through body language.	2.1	Present a professional and respectful image when dealing with their customer.
		2.2	Show an awareness of their customer's needs for personal space.
		2.3	Focus their attention on their customer so that non-verbal signs do not betray disinterest, boredom or irritation.
		2.4	Ensure that their customer focus is not disrupted by colleagues.
		2.5	Observe all customers and the total customer service situation whilst maintaining rapport with their current customer.
		2.6	Observe their customer to read non-verbal clues about the customer's wishes and expectations.

Learning outcomes		Assessment criteria	
3	Understand how to deal with customers face to face.	3.1	Explain the importance of speaking clearly and slowly when dealing with a customer face to face.
		3.2	State the importance of taking the time to listen carefully to what the customer is saying.
		3.3	Identify the organisation's procedures that impact on the way they are able to deal with their customers face to face.
		3.4	Describe the features and benefits of the organisation's services or products.
		3.5	Explain the organisation's service offer and how it affects the way they deal with customers face to face.
		3.6	Explain the principles of body language that enables them to interpret customer feelings without verbal communication.
		3.7	Explain the difference between behaving assertively, aggressively and passively.
		3.8	Explain why the expectations and behaviour of individual customers will demand different responses to create rapport and achieve customer satisfaction.
		3.9	Describe the agreed and recognised signs in customer behaviour in their organisation that indicates that their customer expects a particular action by them.

Unit 7:

Recognise diversity when delivering customer service

Unit reference number: K/601/1216

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit aim

Many customer service situations involve dealing with diverse groups of people inclusively and with respect. Responses to diversity can lead to discrimination that might or might not be deliberate. Discrimination can result from simply not knowing the beliefs and preferences of different groups or may result from actions based on stereotyping rather than on solid evidence obtained from the customer. This unit is about how the learner can establish their customer's expectations and needs in a way that takes full account of them as an individual. The unit also covers the way the learner provides customer service to diverse groups of customers each of which has common likes and dislikes.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Respect customers as individuals and promote equality in customer service.	1.1	Observe verbal and non-verbal clues that provide information about their customer's expectations and needs.
		1.2	Identify and avoid features of stereotypes that might be applied to their customer that could carry the risk of causing offence.
		1.3	Identify aspects of their customer's appearance or communication which risk leading them to treat the customer differently.
		1.4	Consider aspects of their customer's appearance or communication in the light of their own beliefs about various groups of people that include their customer.
		1.5	Question their customer to ensure that the impressions they are forming about their expectations and wishes are based on sound evidence.
		1.6	Adjust their interpretation of the customer's expectations and wishes as a result of further evidence they have collected by talking to their customer.
2	Adapt customer service to recognise the different needs and expectations of diverse groups of customers.	2.1	Follow organisational procedures and guidelines that seek to make customer service inclusive for diverse groups of customers.
		2.2	Show respect for their customer's individual beliefs, expectations and needs that may result from membership of a particular group.
		2.3	Vary their approach to their customer to take account of beliefs, expectations and needs that result from membership of a particular group.
		2.4	Work with colleagues to identify consistent approaches that team members should adopt when dealing with a particular group.

Learning outcomes		Assessment criteria	
3	Understand how to recognise diversity when delivering customer service.	3.1	Explain the importance of recognising diversity in relation to age, disability, national origin, religion, sexual orientation, values, ethnic culture, education, lifestyle, beliefs, physical appearance, social class and economic status.
		3.2	Explain reasons why consideration of diversity and inclusion issues affect customer service.
		3.3	Describe organisational guidelines to make customer service inclusive for diverse groups of customers.
		3.4	Explain how to observe and interpret non-verbal clues.
		3.5	Describe how to listen actively for clues about their customer's expectations and needs.
		3.6	Identify techniques for obtaining additional information from customers through tactful and respectful questions.
		3.7	Describe behaviour that might cause offence to specific groups of people to whom they regularly provide customer service.
		3.8	Explain how to impress specific groups of people to whom they regularly provide customer service.

Unit 8: Build and maintain effective customer relations

Unit reference number: L/601/1239

QCF level: 4

Credit value: 8

Guided learning hours: 53

Unit aim

Building and developing effective customer relations is a vital aspect of customer service. Strong customer relations will help the learners' organisation to identify and understand their customers' expectations, encourage a way of working that is based on partnership and mutual trust, and establish and maintain customer loyalty. This unit is about establishing and maintaining such relations. For some organisations this means encouraging loyalty and repeat business from large numbers of customers. For others it is all about nurturing and relating to a smaller number of valued customers who make an important strategic contribution to the organisation's success. This unit is for the learner only if they are in a position to influence the way their organisation determines the level of service offered to different customers.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Establish effective customer relations.	1.1	Identify the types of customers with whom they should build longer term customer relations and promote loyalty.
		1.2	Communicate with these customers so that they know they are important to the organisation.
		1.3	Explain their role, the purpose of making contact and the mutual benefits of building a longer term relationship.
		1.4	Make it clear that they welcome two-way communication about customer expectations.
2	Maintain and develop effective customer relations.	2.1	Keep customers informed and accept criticism from customers openly and constructively.
		2.2	Regularly assess whether customer expectations are being consistently met.
		2.3	Use their influence and authority in their own organisation to ensure that customer needs are being met and, where possible, exceeded.
		2.4	Collect feedback from customers and staff to ensure that solutions are being provided that result in customer satisfaction.
		2.5	Analyse customer relations and propose changes that will develop longer term loyalty to people with authority in their organisation.

Learning outcomes		Assessment criteria	
3	Understand how to build and maintain customer relations.	3.1	Identify and prioritise types of customers with whom they should be building a longer term relationship.
		3.2	Describe the most appropriate method of establishing relationships with customers targeted for longer term relationships.
		3.3	Explain the importance of effective communication skills when dealing with customers.
		3.4	Explain how to explore and agree with customers the mutual benefits of maintaining and developing a longer term relationship.
		3.5	Explain how to communicate with customers, especially when they are dissatisfied with products and services.
		3.6	Explain how to negotiate with customers in a way that balances customer expectations with the expectations of their own organisation.
		3.7	Describe the types of compromises that would be acceptable to their organisation when meeting customer expectations.
		3.8	Explain how to use their influence and authority in their organisation to meet or exceed customer expectations.
		3.9	Describe methods of monitoring customer satisfaction appropriate to their level of authority in the organisation.

Unit 9: Establish communication with clients for advice and guidance

Unit reference number: J/602/5138

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

Demonstrate the ability to communicate with clients using various suitable methods.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the factors that contribute to effective communication with clients.	1.1	Explain how to create a safe and suitable environment for practitioners and clients.
		1.2	Explain the effects of different types of verbal and non-verbal communication.
2	Be able to establish effective communication with clients.	2.1	Introduce the service to clients in a way that matches their needs.
		2.2	Provide clients with the appropriate time to express their requirements.
		2.3	Make the client aware of limits of confidentiality.
3	Understand how to minimise difficulties when communicating with clients.	3.1	Explain what difficulties with, and barriers to, communication may occur.
		3.2	Explain immediate actions to minimise any difficulties with, and barriers to, communication.
		3.3	Explain how to access support for minimising difficulties with, and barriers to, communication.
4	Be able to minimise difficulties in communication.	4.1	Identify communication difficulties in relation to individual clients.
		4.2	Adapt own approach to minimise the effect of any communication difficulties.
		4.3	Select resources to meet the needs of individual clients.

Unit 10: Understand the importance of legislation and procedures

Unit reference number: R/602/5210

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

To demonstrate that the candidate understands and complies with legislation, codes of practice, and procedures.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand legislation and codes of practice which impact on their role.	1.1	Explain the current, national, local, professional, and organisational requirements that relate to their role including; <ul style="list-style-type: none"> • Equal opportunities • Discrimination • Health and safety • Security • Confidentiality
		1.2	Explain the importance of complying with national, local, professional and organisational requirements.
		1.3	Explain the consequences of non-compliance.
2	Understand how to deal with urgent situations.	2.1	Explain what types of situation may occur that require immediate action.
		2.2	Explain what actions should be taken to deal with different situations.
		2.3	Explain who can be referred to for assistance in situations where immediate action is required.
3	Be able to record contacts, interactions, agreements, and provision of information.	3.1	Record contacts, interactions, agreements and information provided in the appropriate systems.
		3.2	Explain what systems are used for recording these interactions.
		3.3	Explain why it is important to use these systems.
		3.4	Describe any procedures relating to the use of these systems.
4	Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working.	4.1	Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working.

Learning outcomes		Assessment criteria	
5	Understand why the effectiveness of methods may vary depending upon the situation and clients involved.	5.1	Explain how to assess the effectiveness of methods.
		5.2	Explain why the effectiveness of methods may vary with different clients.
		5.3	Explain the types of issue that might arise.
		5.4	Explain the actions that may be taken to address these issues.
		5.5	Explain the implications of not addressing these issues.

Unit 11: Negotiate on behalf of advice and guidance clients

Unit reference number: M/602/5182

QCF level: 5

Credit value: 5

Guided learning hours: 35

Unit aim

To show the ability to work with the client and then negotiate with other parties on behalf of the client.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the main points of negotiation.	1.1	Explain the types of negotiation strategies suitable for different types of issue.
		1.2	Explain what different formats of negotiation can be used.
		1.3	Explain what supporting documentation might be required.
2	Be able to prepare offers that meet the client's requirements.	2.1	Review the client's requirements.
		2.2	Identify a negotiation strategy suitable for the client's requirements.
		2.3	Prepare suitable offers for clients that meet their requirements.
3	Be able to explain offers received from other parties.	3.1	Receive offers from other parties.
		3.2	Consult with the clients to assess how far the offers meet requirements.
		3.3	Recommend the next stage in the negotiations.
4	Be able to establish an agreement for clients.	4.1	Produce agreements that effectively meet the client's requirements and that are in the required format.
		4.2	Incorporate all necessary details into the agreement and ensure it is capable of being implemented.
		4.3	Confirm agreements with clients at appropriate stages of the negotiations.
		4.4	Advise the clients why any requirements cannot be met or if there are any significant changes to the agreement.

Unit 12: **Liaise with other services**

Unit reference number: T/602/5183

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

To show that the candidate understands the importance of other services and can liaise with them in the correct ways.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the process for liaising with other services.	1.1	Explain which other services are likely to be dealt with.
		1.2	Explain the types of information likely to be exchanged.
		1.3	Explain why it is important to check the validity of any information received.
		1.4	Explain who is involved in different types of information exchanges and who should receive copies of the information.
		1.5	Explain the types of problems that may arise and what actions can be taken to resolve them.
2	Be able to establish procedures for exchanging information with other services.	2.1	Consult with other services on the information requirements of each service.
		2.2	Agree the purpose scope and procedures for exchanging information.
		2.3	Ensure that documented procedures, that include identifying the roles and responsibilities of those involved in any exchange of information, are produced.
		2.4	Disseminate procedures for the exchange of information with other services.
		2.5	Agree a process to regularly review and update the procedures.

Learning outcomes		Assessment criteria	
3	Be able to provide information to other services.	3.1	Confirm the information required by other services.
		3.2	Select the appropriate information and disseminate using agreed procedures.
		3.3	Assist other services to interpret the information forwarded.
		3.4	Confirm that the information is sufficient, forwarding additional information if required.
4	Be able to obtain information from other services.	4.1	Request required information from other services using the agreed procedures.
		4.2	Access the relevant information and confirm the validity of it.
		4.3	Identify any problems with obtaining information.

Unit 13: Manage personal case load

Unit reference number: Y/602/5189

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

To show that the candidate understands the importance of prioritising cases and allocating resources, and keeps suitable records to enable this process.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to maintain case notes.	1.1	Record key information about each case.
		1.2	Record all actions being undertaken for clients.
		1.3	Ensure case notes are accurate and contain appropriate detail.
		1.4	Ensure case notes are structured in a way that gives a clear history.
2	Be able to review personal case load.	2.1	Review all relevant information.
		2.2	Monitor the progress of all cases.
		2.3	Identify any obstacles in achieving the required outcomes for cases.
		2.4	Exchange information on the cases according to the service's procedures.
		2.5	Identify improvements that can be made to the management of cases.
3	Understand factors that affect case loads.	3.1	Explain what types of obstacle may occur and how to overcome it.
		3.2	Explain any factors that may affect the number of cases managed.
4	Be able to establish priorities for dealing with personal case load.	4.1	Establish criteria for setting priorities.
		4.2	Assess cases against the criteria to show which cases need high priority.
		4.3	Identify any immediate actions that may be required to meet deadlines.
		4.4	Inform relevant people of the need to prioritise specific cases.
		4.5	Ensure appropriate resources are allocated to the cases.
		4.6	Monitor the effect of the priority cases on the rest of the caseload.
		4.7	Ensure all cases receive appropriate attention.

Unit 14: Operate within networks

Unit reference number: F/602/5199

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

To show that the candidate understands the importance of other services and can network with them and exchange information in the correct ways.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to identify and access networks which could benefit the service.	1.1	Determine the role and purpose of existing networks.
		1.2	Implement the service's criteria for network participation.
		1.3	Agree with practitioners how much time should be given to networks.
		1.4	Explain the types of conflicts which could occur.
2	Be able to maintain memberships of networks.	2.1	Maintain personal contacts within networks.
		2.2	Identify problems which may occur with network facilitation and participation.
		2.3	Explain the actions to take to address problems identified within networks.
		2.4	Explain what the implications could be if problems are not resolved.
3	Be able to exchange information within networks.	3.1	Agree the information required by network members.
		3.2	Work to realistic timescales for the exchange of information.
		3.3	Analyse how feedback improves the use of networks.
		3.4	Utilise systems for recording and exchanging information.

Unit 15: Provide and maintain information materials for use in the service

Unit reference number: T/602/5202

QCF level: 4

Credit value: 3

Guided learning hours: 15

Unit aim

To demonstrate that the candidate is able to review the information materials the service has available, and determine whether it is still appropriate or whether changes need to be made.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to review the information needs of the service.	1.1	Use service's criteria for evaluating the sources of information.
		1.2	Identify the information currently used by different areas and clients of the service.
		1.3	Evaluate the format the information materials are in.
		1.4	Agree the future needs of the organisation in relation to information provision.
2	Be able to agree methodologies for the procurement and dissemination of information.	2.1	Evaluate the types of trends or developments which might occur when providing information.
		2.2	Assess the impact of information and communication technologies on the provision of information.
		2.3	Specify the information to be obtained and distributed.
		2.4	Store information according to the service's policies and procedures.

Unit 16: Facilitate learning in groups

Unit reference number: R/602/5207

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

To demonstrate that the candidate can work with groups to facilitate group and individual learning.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to manage group dynamics.	1.1	Summarise the key theoretical models of group work.
		1.2	Use facilitation and intervening skills in group situations.
		1.3	Analyse how to balance the needs of tasks and group processes.
		1.4	Encourage group members to participate effectively and ensure that they feel comfortable.
2	Be able to establish and maintain effective communication with group members.	2.1	Use appropriate methods of communication.
		2.2	Put learners at ease.
		2.3	Establish what factors are likely to affect learning and behaviour in groups.
		2.4	Identify how to address individual needs in a group setting.
		2.5	Recognise and deal with issues of power, conflict and authority in groups.
3	Be able to facilitate collaborative learning.	3.1	Agree with the group, the purpose, process and intended outcomes of group activity.
		3.2	Summarise the different learning styles.
		3.3	Evaluate the range of learning activities available.
		3.4	Access relevant resources and support for learners.
		3.5	Adapt group activities to the size and composition of the group.
4	Be able to enable individuals to reflect on the way in which they have been learning and participating in the group.	4.1	Agree and implement appropriate methods of eliciting personal views on learning.
		4.2	Monitor individual learner's progress in a group setting.
		4.3	Feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner.

Unit 17: **Develop interactions with advice and guidance clients**

Unit reference number: F/602/5140

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

To show that the candidates can interact with clients in a way that is appropriate and constructive.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to enable clients to explore their issues.	1.1	Create a suitable environment for the client to be comfortable to express their issues and concerns.
		1.2	Encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement.
		1.3	Encourage clients to set priorities.
		1.4	Identify a range of communication skills that could be used to work effectively with clients.
2	Be able to sustain interactions with clients.	2.1	Recognise the nature and stage of the interaction and provide opportunities to sustain this.
		2.2	Encourage clients to provide additional information.
		2.3	Manage any inappropriate information given by clients.
3	Be able to bring interactions to a close.	3.1	Provide clear opportunities for clients to end the interaction.
		3.2	Allow clients to decide on the next steps and agree with them any further activities or support that is needed.
		3.3	Review the interaction and summarise the points made.

Unit 18: Interact with clients using a range of media

Unit reference number: J/602/5141

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit aim

To show that the candidates can interact with clients in the most suitable way.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to establish interaction with clients using a range of media.	1.1	Respond to clients promptly according to organisational procedures and in a way that encourages them to stay connected to the service.
		1.2	Identify any constraints on clients and the circumstances in which the interaction is being carried out.
2	Be able to deal with problems maintaining interactions.	2.1	Identify any problems in an interaction.
		2.2	Take appropriate action to ensure that the interaction is maintained.
		2.3	Describe the types of problems that can occur across different types of media.
3	Be able to provide information and focus on the clients' requirements.	3.1	Provide information about the service and confirm if it is appropriate to the client.
		3.2	Encourage clients to share their concerns.
4	Understand how to communicate using a range of media.	4.1	Explain the range of media most often used by the service.
		4.2	Explain the information that can be provided and who can be helped by the service.
		4.3	Explain how to encourage communication without face to face contact.
5	Be able to identify risks to the client.	5.1	Assess whether there is any risk or danger facing the client and take appropriate action.

Unit 19: Assist advice and guidance clients to decide on a course of action

Unit reference number: R/602/5143

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

To show an ability to assist clients to come to a reasoned decision in suitable actions to be taken.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to assist clients to clarify their requirements.	1.1	Use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them.
		1.2	Identify and agree requirements that cannot be met.
		1.3	Explain to the client what other sources of support may be available.
2	Be able to negotiate boundaries with clients.	2.1	Negotiate with the client the boundaries of the interactions.
3	Be able to assist clients to review and prioritise their decisions.	3.1	Encourage clients to explore their decision making process and review their priorities.
		3.2	Identify unrealistic requirements and identify possible alternatives.
		3.3	Review with the clients the advantages and disadvantages of the selected options.
4	Be able to assist clients select a course of action.	4.1	Assist clients to reach a decision on the most appropriate course of action.
		4.2	Confirm the client's autonomy in the decision making process.
		4.3	Identify any problems with the chosen course of action and encourage the client to take appropriate action to address them.
5	Understand the importance of autonomy for the client.	5.1	Explain why it is important to confirm the autonomy of the client.

Unit 20: Assist clients through advice and guidance to review their achievement of a course of action

Unit reference number: J/602/5172

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

To show the ability to constructively review action plans and actions taken.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand a range of methods to review achievements.	1.1	Explain the relevant models of good practice for assisting clients to review progress.
		1.2	Explain what types of review should take place and how often these should be carried out.
2	Be able to review progress with clients.	2.1	Provide suitable opportunities for clients to review progress and achievements of the course of action.
		2.2	Provide suitable feedback to the clients.
3	Be able to review the key objectives and stages of the course of action.	3.1	Identify and agree with the client the objectives that have been achieved and those that have not.
		3.2	Identify the methods that were most effective.
		3.2	Review the suitability of the methods used by the clients.

Unit 21: **Develop, maintain and review personal networks**

Unit reference number: R/600/9587

QCF level: 4

Credit value: 4

Guided learning hours: 25

Unit aim

This unit helps learners to develop, maintain and review networking relationships based on personal contacts.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the benefits of networking and the need for data privacy.	1.1	Evaluate the benefits of networking with individuals and organisations.
		1.2	Identify individuals and organisations that would provide benefits to own organisation and networks.
		1.3	Explain the need for confidentiality with networking contacts.
2	Be able to develop a personal network of contacts.	2.1	Develop networks that will provide personal and organisational benefit.
		2.2	Develop guidelines for working with networks in line with organisational procedures.
3	Be able to review networking relationships.	3.1	Assess the value own current personal network.
		3.2	Evaluate own experience with existing contacts and use these to inform future actions.

Unit 22: Manage or support equality of opportunity, diversity and inclusion in own area of responsibility

Unit reference number: M/600/9628

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit helps learners understand how to manage equality, diversity and inclusion in own area of responsibility.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies.
		1.2	Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility.
2	Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility.	2.1	Outline an organisation's equality, diversity and inclusion policy and procedures.
3	Be able to monitor equality, diversity and inclusion within own area of responsibility.	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.

Unit 23: Develop working relationships with colleagues

Unit reference number: H/600/9660

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit will help learners to establish and develop effective working relationships with colleagues.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the benefits of working with colleagues.	1.1	Describe the benefits of productive working relationships.
2	Be able to establish working relationships with colleagues.	2.1	Identify colleagues within own and other organisations.
		2.2	Agree the roles and responsibilities for colleagues.
3	Be able to act in a professional and respectful manner when working with colleagues.	3.1	Explain how to display behaviour that shows professionalism.
4	Be able to communicate with colleagues.	4.1	Identify information to others clearly and concisely.
		4.2	Explain how to receive and clarify own understanding of information.
5	Be able to identify potential work-related difficulties and explore solutions.	5.1	Identify potential work-related difficulties and conflicts of interest.
		5.2	Explain how to resolve identified potential difficulties.

Unit 24: **Develop working relationships with colleagues and stakeholders**

Unit reference number: **K/600/9661**

QCF level: **4**

Credit value: **4**

Guided learning hours: **20**

Unit aim

This unit will help learners to develop effective working relationships with colleagues and stakeholders.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Know how to identify stakeholders and their relevance to an organisation.	1.1	Identify an organisation's stakeholders.
		1.2	Evaluate the roles, responsibilities, interests and concerns of stakeholders.
		1.3	Assess the importance of identified stakeholders.
2	Understand how to establish working relationships with colleagues and stakeholders.	2.1	Clarify how to agree a common sense of purpose with colleagues and stakeholders.
		2.2	Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders.
3	Be able to create an environment of trust and mutual respect with colleagues and stakeholders.	3.1	Review and revise the needs and motivations of colleagues and stakeholders.
		3.2	Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others.

Unit 25: **Make effective decisions**

Unit reference number: F/600/9715

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit will ensure that learners understand the process of decision-making, and can identify and analyse information to enable them to come to a final decision.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to identify circumstances that require a decision to be made.	1.1	Explain the circumstances requiring a decision to be made.
		1.2	State the desired objective(s) for making a decision.
		1.3	Establish criteria on which to base the decision, in line with own organisation.
2	Be able to collect information to inform decision-making.	2.1	Identify information needed to inform the decision-making process.
		2.2	Communicate with stakeholders affected by the decision.
		2.3	Explain how to inform stakeholders about the decision-making process.
3	Be able to analyse information to inform decision-making.	3.1	Identify information for validity and relevance to the decision-making process.
		3.2	Analyse information and against established criteria.
4	Be able to make a decision.	4.1	Apply decision-making technique(s) to determine a decision.
		4.2	Explain the decision made in line with desired objectives.
		4.3	Communicate the decision taken to relevant stakeholders.

Unit 26: Use systems and technology during customer contact in a contact centre

Unit reference number: J/503/0362

QCF level: 2

Credit value: 4

Guided learning hours: 24

Unit aim

This unit concerns being able to use features of systems and technology to handle customer contacts in a contact centre, report on customer and contact handling information using pre-defined formats and understand the uses of contact centre systems and technology.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to use features of systems and technology to handle customer contacts in a contact centre.	1.1	Handle contacts identified by the contact distribution system in accordance with organisational procedures.
		1.2	Access customer information through the system in accordance with organisational procedures.
		1.3	Adjust individual system settings to enable communication with customers through interactive functionality specific to the job role.
		1.4	Enhance customer service by making maximum use of the available functionality.
2	Be able to report on customer and contact handling information using pre-defined formats.	2.1	Identify the customer and contact handling information needed for personal work planning and organisational reporting.
		2.2	Produce customer information and contact handling reports according to organisational guidelines and standards.
3	Understand the uses of contact centre systems and technology.	3.1	Explain the benefits of different technology systems in terms of their ability to facilitate communication with customers.
		3.2	Describe the products and/or services offered or supported by the contact centre.
		3.3	Describe the organisational requirements and regulation or legislation that have an impact on the contact centre's operations.
		3.4	Describe the organisational procedures and guidelines for customer contact handling.
		3.5	Describe the purpose of contact distribution systems and how the organisation's system works.
		3.6	State the reasons for checking the sense of reports before issuing.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Contact Centre Assessment Strategy.

Unit 27: Deliver customer service through a contact centre

Unit reference number: K/503/0385

QCF level: 2

Credit value: 5

Guided learning hours: 12

Unit aim

This unit concerns being able to establish rapport with customers in a contact centre, support customer service delivery, deliver customer service and understand customer service in contact centres.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to establish rapport with customers in a contact centre.	1.1	Follow organisational guidelines for greeting and identifying customers.
		1.2	Explain the features and benefits of products and/or services to customers in accordance with organisational requirements.
		1.3	Provide the required information in response to customer requests.
		1.4	Check customers' understanding of the information provided.
		1.5	Identify options for the resolution of customers' queries that meet their needs.
		1.6	Close the customer contact in accordance with organisational guidelines.
2	Be able to support customer service delivery through a contact centre.	2.1	Identify precisely customers' needs or requests.
		2.2	Check understanding of customers' needs by summarising their queries and requests.
		2.3	Keep records of customer queries or requests in accordance with organisational procedures.
		2.4	Use information collected from customers to enhance customer service delivery.
3	Be able to deliver customer service in a contact centre.	3.1	Establish the limit of their authority for dealing with customers.
		3.2	Explain to customers when their enquiry must be referred to someone else because authority limits have been exceeded.
		3.3	Comply with regulatory requirements during customer contacts.
		3.4	Explain the regulatory constraints to the customer when they affect customer service.

Learning outcomes		Assessment criteria	
4	Understand customer service in contact centres.	4.1	Describe the limitations of the service offer that can be made to customers.
		4.2	Describe the limits of authority in dealing with customers.
		4.3	Explain the importance of checking customers' understanding of information provided.
		4.4	Explain the importance of closing a customer contact in a professional way in accordance with organisational procedures and standards.
		4.5	Describe the sources of information to be checked in order to update knowledge and understanding of organisational and regulatory requirements.
		4.6	Explain the importance of understanding the customer's message.
		4.7	Describe methods of adapting communication with customers to meet their expectations.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Contact Centre Assessment Strategy.

Unit 28: Communicate information to customers through a contact centre

Unit reference number: K/503/0404

QCF level: 3

Credit value: 4

Guided learning hours: 8

Unit aim

This unit concerns being able to communicate verbally and in writing with customers referred by others in a contact centre, monitor compliance with organisational communications guidelines and understand the principles of communication with customers in a contact centre.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to communicate verbally with customers referred by others in a contact centre.	1.1	Deal verbally with queries directly with customers and referred by others following organisational guidelines.
		1.2	Adapt the use of language to meet customers' understanding and needs.
		1.3	Ensure the needs of the organisation and customer are balanced in verbal communications with customers.
2	Be able to communicate in writing with customers referred by others in a contact centre.	2.1	Deal with queries in writing directly with customers and referred by others following organisational guidelines.
		2.2	Adapt the use of language and written style to meet the customers' needs and understanding.
		2.3	Ensure the needs of the organisation and customer are balanced in written communications with customers.
3	Be able to support colleagues and monitor compliance with organisational communications guidelines in a contact centre.	3.1	Monitor the effectiveness of communications between customers and colleagues against organisational guidelines and standards.
		3.2	Identify inadequacies in the standard of colleagues' verbal and/or written communications with customers.
		3.3	Provide feedback and guidance for improvement to colleagues on the standard of verbal and/or written communications.

Learning outcomes		Assessment criteria	
4	Understand the principles of communication with customers in a contact centre.	4.1	Describe the features and benefits of the products and/or services offered or supported by the contact centre.
		4.2	Describe the organisational requirements and regulations that have an impact on communication with customers.
		4.3	Explain the organisational procedures and guidelines on written communication with customers.
		4.4	Explain the benefits and drawbacks of choosing verbal or written communication with customers.
		4.5	Describe the limits of authority of colleagues when dealing with the exchanges with customers.
		4.6	Explain the strengths and weaknesses of formal and informal methods of monitoring communication between colleagues and customers.
		4.7	Explain the techniques for providing colleagues with feedback and guidance on verbal and/or written communications with customers.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Contact Centre Assessment Strategy.

Unit 29: Provide support through a contact centre for specified products and/or services

Unit reference number: L/503/0413

QCF level: 2

Credit value: 4

Guided learning hours: 18

Unit aim

This unit concerns being able to establish and validate customers' identity, support customer needs for information and decisions about a range of products and/or services and understand support for customers in a contact centre.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to establish and validate customers' identity in a contact centre.	1.1	Link customers' identities with correct organisational records.
		1.2	Confirm customers' identities and authorities in accordance with organisational procedures.
		1.3	Record any departure from the standard authorisation process in accordance with organisational procedures.
		1.4	Explain to customers the reasons for the authorisation procedures.
2	Be able to support customer needs for information and decisions about a range of products and/or services in a contact centre.	2.1	Provide customers with the required information across a range of products and/or services.
		2.2	Use language and conversation in accordance with organisational guidelines.
		2.3	Make use of the features of communication equipment specified within the job role.
		2.4	Offer customers options for different requests about products and/or services that meet their requirements.
		2.5	Resolve customers' problems within their level of authority.
		2.6	Refer customers to someone with greater authority when customers' needs cannot be met within the limits of their authority.
		2.7	Comply with organisational procedures during customer contacts.

Learning outcomes		Assessment criteria	
3	Understand how to support customers in a contact centre.	3.1	Describe the features and uses of products and/or services with which they can deal.
		3.2	Describe ways of maintaining and updating knowledge and understanding of products and/or services.
		3.3	Explain the regulations and legislation that have an impact on contact with customers.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Contact Centre Assessment Strategy.

Unit 30: Carry out direct sales activities in a contact centre

Unit reference number: L/503/0394

QCF level: 2

Credit value: 5

Guided learning hours: 15

Unit aim

This unit concerns being able to gather information needed for direct sales activities in a contact centre, carry out direct sales to customers, keep direct sales records, comply with regulations and legislation during direct sales and understand how to conduct sales activities in a contact centre.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to gather information needed for direct sales activities in a contact centre.	1.1	Assemble information about products and/or services that support direct sales.
		1.2	Obtain from customers sufficient information to support direct sales activities.
		1.3	Create sales opportunities by making links between information provided by customers and products and/or services.
		1.4	Find potential new customers for products and/or services.
2	Be able to carry out direct sales to customers through a contact centre.	2.1	Establish customers' identity in accordance with organisational procedures.
		2.2	Check customers' wishes and needs.
		2.3	Identify possible matches with products and/or services from information provided by customers.
		2.4	Explain to customers the features and benefits of products and/or services for sale.
		2.5	Adapt their sales approach and style to meet customer preferences.
		2.6	Maximise opportunities for cross-selling and up-selling.
		2.7	Complete the authorisation or payment in accordance with organisational procedures.
3	Be able to keep direct sales records within a contact centre.	3.1	Identify the information about customers, products and/or services that should be recorded during the sales process.
		3.2	Record customer, product and/or service information in accordance with organisational procedures.
4	Be able to comply with regulations and legislation during direct sales in a contact centre.	4.1	Identify the regulatory requirements that have an impact on direct sales activities through a contact centre.
		4.2	Ensure compliance with regulations during direct selling through a contact centre.

Learning outcomes		Assessment criteria	
5	Understand how to conduct sales activities in a contact centre.	5.1	Describe the features and benefits of the products and/or services offered or supported by the contact centre.
		5.2	Describe the organisational policies and procedures for direct sales through a contact centre.
		5.3	Describe the organisational requirements and regulation or legislation that have an impact on direct sales activities.
		5.4	Describe the common objections and questions raised by customers during direct selling.
		5.5	Explain how to identify cross-selling and up-selling opportunities.
		5.6	Describe different methods of researching potential new customers.
		5.7	Explain how to retrieve information from organisational sales records.
		5.8	Describe the organisational procedures for ensuring compliance with relevant regulation and legislation that have an impact on direct selling.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Contact Centre Assessment Strategy.

Unit 31: Lead direct sales activities in a contact centre team

Unit reference number: D/503/0397

QCF level: 3

Credit value: 4

Guided learning hours: 8

Unit aim

This unit concerns being able to carry out sales activities in a contact centre, analyse contact centre sales data, lead a team involved in direct sales activities and understand sales activities in a contact centre team.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to carry out sales activities in a contact centre.	1.1	Prepare for a direct sales activity in accordance with organisational procedures.
		1.2	Establish customer wishes and needs.
		1.3	Offer options to customers by linking their wishes and needs to products and/or services.
		1.4	Adapt their sales style and techniques to mirror customer wishes and behaviour.
		1.5	Close the sale by agreement with the customer during the customer contact.
		1.6	Record the confirmed order in accordance with organisational procedures.
		1.7	Ensure compliance with relevant regulation and legislation that has an impact on direct sales through a contact centre.
		1.8	Complete the authorisation or payment in accordance with organisational procedures.
2	Be able to analyse contact centre sales data.	2.1	Collate sales data from direct sales activities in a format that enables data manipulation.
		2.2	Analyse sales performance against market and customer trends.
		2.3	Summarise the results of the sales analysis to enable the formulation of a sales plan.
3	Be able to lead a team involved in direct sales activities in a contact centre.	3.1	Identify sales activities which are capable of fulfilling the sales plan.
		3.2	Agree realistic and achievable team sales targets including cross-selling and up-selling.
		3.3	Monitor the team's sales performance against agreed targets.
		3.4	Identify opportunities for improving sales performance through a review of contact centre team sales performance and approach.
		3.5	Provide encouragement and guidance to team colleagues during sales activities.

Learning outcomes		Assessment criteria	
4	Understand sales activities in a contact centre team.	4.1	Explain the features and benefits of the products and/or services offered or supported by the contact centre.
		4.2	Explain the organisational and regulatory requirements of direct sales activities.
		4.3	Explain the techniques for overcoming objections and questions from customers during sales activities.
		4.4	Explain the importance of adapting their style and approach to mirror customers' style and perspective.
		4.5	Explain the importance of setting a good example in a contact centre team.
		4.6	Explain how to set sales targets including cross-selling and up-selling.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Contact Centre Assessment Strategy.

Unit 32: Communicate in a business environment

Unit reference number: D/601/2475

QCF level: 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the purpose of planning communication.	1.1	Explain reasons for knowing the purpose of communication.
		1.2	Explain reasons for knowing the audience to whom the communication is being presented.
		1.3	Describe different methods of communication.
		1.4	Describe when to use different methods of communication.
2	Understand how to communicate in writing.	2.1	Identify different sources of information that may be used when preparing written communication.
		2.2	Describe the communication principles for using electronic forms of written communication in a business environment.
		2.3	Describe the reasons for using language that suits the purpose of written communication.
		2.4	Describe ways of organising, structuring and presenting written information so it meets the needs of an audience.
		2.5	Describe ways of checking for the accuracy of written information.
		2.6	Explain the purpose of accurate use of grammar, punctuation and spelling.
		2.7	Explain what is meant by plain English, and why it is used.
		2.8	Explain the need to proofread and check written work.
		2.9	Explain how to identify work that is important and work that is urgent.
		2.10	Describe organisational procedures for saving and filing written communications.

Learning outcomes		Assessment criteria	
3	Understand how to communicate verbally.	3.1	Describe ways of verbally presenting information and ideas clearly.
		3.2	Explain ways of making contributions to discussions that help to move them forward.
		3.3	Describe methods of active listening.
		3.4	Explain the purpose of summarising verbal communications.
4	Understand the purpose of feedback in developing communication skills.	4.1	Describe ways of getting feedback on communications.
		4.2	Explain the purpose of using feedback to develop communication skills.
5	Be able to plan communication.	5.1	Identify the purpose of communications and the audience(s).
		5.2	Select methods of communication to be used.
		5.3	Confirm methods of communication, as required.
6	Be able to communicate in writing.	6.1	Find and select information needed for written communications.
		6.2	Organise, structure and present information so that it is clear, accurate and meets the needs of the audience.
		6.3	Use language that suits the purpose of written communication and the audience.
		6.4	Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear.
		6.5	Proofread and check written communications and make amendments, as required.
		6.6	Confirm what is important and what is urgent.
		6.7	Produce written communications to meet agreed deadlines.
		6.8	Keep a file copy of written communications sent.

Learning outcomes		Assessment criteria	
7	Be able to communicate verbally.	7.1	Verbally present information and ideas to others clearly and accurately.
		7.2	Make contributions to discussion(s) that move the discussion forward.
		7.3	Actively listen to information given by other people, and make relevant responses.
		7.4	Ask relevant questions to clarify own understanding, as required.
		7.5	Summarise verbal communication(s) and agree that the correct meaning has been understood.
8	Be able to identify and agree ways of developing communication skills.	8.1	Get feedback to confirm whether the communication has achieved its purpose.
		8.2	Use feedback to identify and agree ways of improving own communication skills.

Unit 33: Manage own performance in a business environment

Unit reference number: L/601/2519

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about taking responsibility for managing, prioritising and being accountable for your own work in a business environment.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand how to plan and prioritise work and be accountable to others.	1.1	Explain the purpose and benefits of planning work, and being accountable to others for own work.
		1.2	Explain the purpose and benefits of negotiating realistic targets for work and ways of doing so.
		1.3	Describe ways of prioritising targets and setting timescales for own work.
		1.4	Describe the types of problems that may occur during work, and ways of dealing with them.
		1.5	Explain the purpose and benefits of keeping other people informed about progress.
		1.6	Explain the purpose and benefits of letting other people know in good time if work plans need to be changed.
		1.7	Explain the purpose and benefits of recognising and learning from mistakes.
		1.8	Explain the purpose of guidelines, procedures and codes of practice that are relevant to own work.
2	Understand how to behave in a way that supports effective working.	2.1	Explain the purpose and benefits of setting high standards for own work.
		2.2	Describe ways of setting high standards for own work.
		2.3	Describe ways of dealing with pressure arising from work tasks.
		2.4	Explain the purpose and benefits of accepting setbacks and dealing with them.
		2.5	Explain the purpose and benefits of being assertive and its meaning in work tasks.
		2.6	Give examples of work situations where it is necessary to be assertive.
		2.7	Explain the purpose and benefits of being ready to take on new challenges and adapt to change.
		2.8	Explain the purpose and benefits of treating others with honesty, respect and consideration.

Learning outcomes		Assessment criteria	
		2.9	Describe types of behaviour at work that show honesty, respect and consideration and those that do not.
		2.10	Explain the purpose of helping and supporting others at work, and the purpose and benefits of doing so.
3	Be able to plan, prioritise and be accountable for own work.	3.1	Negotiate and agree realistic targets and achievable timescales for own work.
		3.2	Prioritise targets for own work.
		3.3	Plan work tasks to make best use of own time, effective working methods and available resources.
		3.4	Identify and deal with problems occurring in own work, using the support of other people if necessary.
		3.5	Keep other people informed of progress.
		3.6	Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time.
		3.7	Take responsibility for own work and accept responsibility for any mistakes made.
		3.8	Evaluate results of mistakes made and make changes to work and methods, as required.
		3.9	Follow agreed work guidelines, procedures and, where needed, codes of practice.
4	Behave in a way that supports effective working.	4.1	Set high standards for own work and demonstrate drive and commitment in achieving these standards.
		4.2	Adapt work and working methods to deal with setbacks and difficulties.
		4.3	Use own needs and rights when necessary to achieve work tasks and priorities.
		4.4	Look to engage with opportunities, and agree to take on new challenge(s).
		4.5	Look for opportunities, and change ways of working, to meet new requirements.
		4.6	Treat other people with honesty respect and consideration.
		4.7	Help and support other people in work tasks.

Unit 34: Deliver, monitor and evaluate customer service to internal customers

Unit reference number: A/601/2550

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about providing and continuously improving services to internal customers.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the meaning of internal customer.	1.1	Describe what is meant by internal customers.
2	Know the types of products and services relevant to internal customers.	2.1	Describe the products and services offered by own organisation to internal customers.
3	Understand how to deliver customer service that meets or exceeds internal customer expectations.	3.1	Explain the purpose and value of identifying internal customer needs and expectations.
		3.2	Explain why customer service must meet or exceed internal customer expectations.
		3.3	Explain the value of meeting or exceeding internal customer expectations.
		3.4	Explain the purpose and value of building positive working relationships.
4	Understand the purpose of quality standards and timescales for delivering customer service.	4.1	Identify quality standards for own organisation and work.
		4.2	Explain the value of agreeing quality standards and timescales.
		4.3	Explain how to set and meet quality standards and timescales with internal customers.
5	Understand how to deal with internal customer service problems.	5.1	Describe the types of problems that internal customers may have.
		5.2	Explain ways of dealing with problems.
		5.3	Explain the purpose and value of a complaints procedure, if applicable.
6	Understand how to monitor and evaluate internal customer service and the benefits of this.	6.1	Explain the purpose and benefits of monitoring internal customer satisfaction and how to do so.
		6.2	Describe techniques for collecting and evaluating customer feedback.
		6.3	Explain the benefits of continuous improvement.

Learning outcomes		Assessment criteria	
7	Be able to build positive working relationships with internal customers.	7.1	Identify internal customers.
		7.2	Confirm internal customer needs in terms of products and services.
		7.3	Confirm internal customer needs in terms of quality standards and timescales.
		7.4	Agree procedures to be followed if internal customer needs are not met.
8	Be able to deliver customer services to agreed quality standards and timescales.	8.1	Provide customer service(s) to agreed quality standards.
		8.2	Provide customer service(s) to agreed timescales.
		8.3	Check internal customer needs and expectations have been met.
9	Be able to deal with internal customer service problems and complaints.	9.1	Follow procedures, within agreed timescale, to: <ul style="list-style-type: none"> • Process problems and complaints • Resolve problems and complaints • Refer problems and complaints, where necessary
10	Be able to monitor and evaluate customer services to internal customers.	10.1	Obtain and record internal customer feedback.
		10.2	Analyse and evaluate internal customer feedback.
		10.3	Take action that will lead to improvement in customer service(s) to internal customers.

Unit 35: Preparing and delivering a sales presentation

Unit reference number: L/502/8631

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit aim

This unit aims to provide the necessary skills for developing and delivering sales presentations.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the factors for consideration in the preparation of sales presentations.	1.1	Explain the importance of presentations to the achievement of sales targets.
		1.2	Explain the difference between formal and informal presentations.
		1.3	Explain the importance of setting aims and objectives when preparing a presentation.
		1.4	Describe how customer characteristics and buying behaviours will influence a presentation.
		1.5	Identify who to go to for support relating to the presentation.
		1.6	Explain the legal, social and ethical constraints that need to be considered when designing and delivering sales presentations.
2	Be able to prepare a sales presentation.	2.1	Describe the needs of the customer or audience.
		2.2	Set objectives for the sales presentation ensuring they reflect the customers' or audience's needs and interests.
		2.3	Assess the suitability of the venue for the presentation, and review issues relating to its size, acoustics and layout.
		2.4	Identify and prepare resources for delivery of the presentation.
		2.5	Obtain promotional material that will enhance the presentation.
		2.6	Include the product/service benefits and/or unique selling propositions in the presentation.
		2.7	Structure the presentation in line with its objectives.
		2.8	Ensure the presentation complements any proposal already supplied to the customer.
		2.9	Ensure the presentation can be delivered within the agreed timescale.

Learning outcomes		Assessment criteria	
3	Understand how to deliver sales presentations.	3.1	Describe how to use verbal and non verbal communications in presentations.
		3.2	Explain the importance of rehearsing a presentation.
		3.3	Describe techniques to capture and retain the audience's attention.
		3.4	Describe the organisational methods for reporting and recording the outcome of presentations.
4	Be able to deliver a sales presentation.	4.1	Use pitch, tone and pace of delivery to engage the audience.
		4.2	Deliver a presentation that captures and retains the audience's attention.
		4.3	Use visual aids and/or publicity materials to support the presentation.
		4.4	Provide the audience with opportunities to ask questions and raise objections.
		4.5	Respond to questions, concerns and objections from the customer or audience in a way that gives a positive image of the organisation and its products and/or services.
		4.6	Gain commitment to proceed with the sale.
		4.7	Evaluate the effectiveness of the presentation in the light of stakeholder feedback and subsequent sales related activities and outcomes.

Assessment requirements

All assessment criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the Skills CfA Sales Assessment Strategy.

Unit 36: Selling face to face

Unit reference number: L/502/8564

QCF level: 2

Credit value: 4

Guided learning hours: 25

Unit aim

This unit aims to develop the knowledge and skills of selling to customers face to face, overcoming objections and closing the sale.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand how to sell to customers face to face.	1.1	Explain the differences between proactive and reactive selling.
		1.2	Explain how techniques such as cross-selling, up-selling and the sale of add-ons can be applied when selling in face to face situations.
		1.3	Describe the types of listening and questioning techniques used for selling in face to face situations.
		1.4	Explain how to interpret non-verbal behaviour in face to face sales situations.
		1.5	State the differences between benefits and features.
		1.6	Describe the different methods used to sell benefits.
		1.7	Explain how to involve the prospect in reaching solutions to sales problems.
2	Be able to prepare for the sale.	2.1	Develop a structured sales plan for the meeting that makes effective use of the time available.
		2.2	Select resources to be used during contact with the customer that are consistent with the plan.
3	Be able to conduct a face to face sales meeting with the customer.	3.1	Follow organisational standards of personal presentation when meeting customers.
		3.2	Work within social and cultural constraints relating to the sector/industry and/or customer.
		3.3	Behave in a way that is likely to develop a rapport with the customer.
		3.4	Identify customer requirements through the use of questioning and active listening.
		3.5	Confirm customer requirements by summarising their buying needs and interests.
		3.6	Identify products and/or services which match the customer's needs and confirm with the customer that they are suitable.
		3.8	Communicate unique selling points to the customer.

Learning outcomes		Assessment criteria	
		3.9	Provide the customer with opportunities to discuss and assess features and benefits of products and/or services.
		3.10	Interpret buying signals and act on them to progress the sale.
		3.11	Provide the customer with materials to support the promotion of products and/or services.
4	Be able to deal with sales objections during face to face sales situations.	4.1	Identify sales objections prior to dealing with the customer.
		4.2	Clarify objections and identify potential sales opportunities from them.
		4.3	Evaluate potential trade-offs that will be mutually beneficial to the customer and to the organisation.
		4.4	Record any area in which the product and/or service does not meet the customer's requirements.
		4.5	Resolve customer queries about the product and/or service.
		4.6	Reassure the customer and confirm their objections have been overcome.
5	Be able to close the sale.	5.1	Perform a trial close to establish whether or not further objections exist.
		5.2	Gain a commitment from the customer to close the sale.
		5.3	Complete the formalities of the sale following organisational procedures.

Unit 37: **Preparing and delivering a sales demonstration**

Unit reference number: T/502/8588

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to prepare for and provide creative, professional and inspiring demonstrations of their organisation's products or services to customers.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand how to prepare and deliver a sales demonstration.	1.1	Explain how the demonstration will contribute to the achievement of business goals and objectives.
		1.2	Describe the features and benefits of the products and services being demonstrated.
		1.3	Explain how to provide demonstrations of products and services in a manner and style which is suitable to different audiences.
		1.4	Explain the importance of rehearsing demonstrations.
		1.5	Describe equipment and accommodation requirements of the demonstration.
2	Be able to prepare for a sales demonstration.	2.1	Identify the sales targets for own area of responsibility.
		2.2	Identify customer needs and wants in relation to the products and/or services being demonstrated.
		2.3	Agree the objectives, length, content and method of the demonstration and who will be present.
		2.4	Identify resources for the demonstration and plan the demonstration in a structured way.
		2.5	Anticipate problems, constraints or objections that could be raised in response to the demonstration and prepare possible responses.
		2.6	Prepare supporting materials that are consistent with the demonstration.

Learning outcomes		Assessment criteria	
3	Be able to deliver a sales demonstration.	3.1	Promote the features and benefits of the products and/or services.
		3.2	Deliver the demonstration in a style and manner that achieves the objectives and engages the audience.
		3.3	Provide the customer/audience with opportunities to ask questions and raise objections.
		3.4	Respond to questions and objections in a manner that is likely to further sales.
		3.5	Gain commitment to progress or close the sale.
4	Be able to evaluate the sales demonstration	4.1	Evaluate the sales demonstration against agreed objectives.
		4.2	Provide feedback to colleagues to improve the planning of future demonstrations and/or to enhance products and/or services.

Unit 38: Negotiating, handling objections and closing sales

Unit reference number: F/502/8612

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit aim

This unit aims to provide the skills to handle and overcome sales objections in order to be able to close the sale.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

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

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

Unit 39: Generating and qualifying sales leads

Unit reference number: H/502/8599

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit aims to provide the skills and knowledge needed to generate and qualify sales leads.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the practices, legislation, regulation and codes of practice that relate to generating and qualifying sales leads.	1.1	Describe the organisational practices for acquiring contact lists and databases.
		1.2	Describe the practices relating to the sharing of customer information across the organisation.
		1.3	Identify the legislation and regulation relating to generating and qualifying sales leads.
		1.4	Explain the ethical codes of conduct relating to the generating and qualifying of leads.
2	Understand the process of generating and qualifying sales leads.	2.1	Explain how customers are segmented.
		2.2	Explain why and when different methods of contacting a prospect should be used.
		2.3	Explain how to identify and access key decision makers.
		2.4	Explain the importance of establishing buying needs and the contact's attitude to buying.
		2.5	Explain how the information provided by customers is assessed for potential up selling and cross selling.
		2.6	Explain how to identify customers who have high order value potential or up selling and cross selling opportunities.
3	Be able to prospect for customers.	3.1	Identify the target market customers and prospects according to the agreed criteria.
		3.2	Source and gather market and prospect information according to the agreed criteria.
		3.3	Qualify the sales contact according to the agreed criteria.
		3.4	Record details of sales contact in accordance with organisational procedures.

Unit 40: Time planning in sales

Unit reference number: F/502/8559

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit aim

This unit aims to develop knowledge, understanding and skills in planning and evaluating time management in a sales role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand how to manage and prioritise time in a sales role.	1.1	Explain the importance of time management and its impact on sales objectives.
		1.2	Describe how a sales team member uses and measures the use of time.
		1.3	Describe best practice time management techniques.
		1.4	Explain how to review the use of time spent on sales activities.
2	Be able to plan own time in a sales role.	2.1	Identify own long-term sales commitments and immediate goals.
		2.2	Identify work-related priorities
		2.3	Identify the differences between tasks that are urgent and tasks that are important.
		2.4	Consolidate tasks to reduce workload and time wastage.
		2.5	Identify opportunities to gain support from others to complete work.
		2.6	Develop a time plan or weekly schedule, prioritising all tasks in order of relative importance and urgency.
3	Be able to evaluate time planning in a sales role.	3.1	Identify unnecessary tasks that are not directly related to own objectives.
		3.2	Use feedback from colleagues to identify strengths and weaknesses in the use of own time.
		3.3	Identify productive periods of time.
		3.4	Identify the opportunities for improving the use of time.

Unit 41: Facilitate learning and development in groups

Unit reference number: F/502/9548

QCF level: 3

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess a learning and development practitioner understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations or experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand principles and practices of learning and development in groups.	1.1	Explain purposes of group learning and development.
		1.2	Explain why delivery of learning and development must reflect group dynamics.
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups.
		1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups.
		1.5	Explain how to overcome barriers to learning in groups.
		1.6	Explain how to monitor individual learner progress within group learning and development activities.
		1.7	Explain how to adapt delivery based on feedback from learners in groups.
2	Be able to facilitate learning and development in groups.	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives.
		2.2	Implement learning and development activities to meet learning objectives.
		2.3	Manage risks to group and individual learning and development.
3	Be able to assist groups to apply new knowledge and skills in practical contexts.	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts.
		3.2	Provide feedback to improve the application of learning.
4	Be able to assist learners to reflect on their learning and development undertaken in groups.	4.1	Support self-evaluation by learners.
		4.2	Review individual responses to learning and development in groups.
		4.3	Assist learners to identify their future learning and development needs.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit 42: Facilitate learning and development for individuals

Unit reference number: J/502/9549

QCF level: 3

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess a learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand principles and practices of one to one learning and development.	1.1	Explain purposes of one to one learning and development.
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs.
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals.
		1.4	Explain how to manage risks and safeguard individuals when facilitating one to one learning and development.
		1.5	Explain how to overcome individual barriers to learning.
		1.6	Explain how to monitor individual learner progress.
		1.7	Explain how to adapt delivery to meet individual learner needs.
2	Be able to facilitate one to one learning and development.	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives.
		2.2	Implement activities to meet learning and/or development objectives.
		2.3	Manage risks and safeguard learners participating in one to one learning and/or development.
3	Be able assist individual learners in applying new knowledge and skills in practical contexts.	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts.
		3.2	Explain benefits to individuals of applying new knowledge and skills.
4	Be able to assist individual learners in reflecting on their learning and/or development.	4.1	Explain benefits of self evaluation to individuals.
		4.2	Review individual responses to one to one learning and/or development.
		4.3	Assist individual learners to identify their future learning and/or development needs.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit 43: Identify individual learning and development needs

Unit reference number: K/502/9544

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the principles and practices of learning needs analysis for individuals.	1.1	Explain the principles and practices of learning needs analysis for individuals.
		1.2	Analyse the factors that influence individual learning needs, preferences and styles.
		1.3	Compare methods used to assess individual learning needs.
2	Be able to conduct learning needs analysis for individuals.	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals.
		2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential.
		2.3	Analyse learning needs and communicate to the learner.
3	Be able to agree individual learning and development needs.	3.1	Agree and prioritise individual learning and development needs.
		3.2	Advise individuals about learning and development options to meet: <ul style="list-style-type: none"> • Learner priorities • Learning preferences • Learning styles

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit 44: Plan and prepare specific learning and development opportunities

Unit reference number: T/502/9546

QCF level: 3

Credit value: 6

Guided learning hours: 20

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in planning and preparing learning and development — for example formal training sessions or informal experiences such as periods in the workplace. Preparations include allocating resources and establishing systems and arrangements. 'Delivery' means all forms of formal and informal facilitation of learning. 'Session' means all forms of learning and development event or activity within any context. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to plan learning and development opportunities.	1.1	Agree the purpose and outcomes of learning and development to meet learner needs.
		1.2	Plan the delivery of specific learning and development opportunities to meet needs.
		1.3	Secure resources required to deliver specific learning and development opportunities.
		1.4	Identify organisational structures, systems and processes supporting learning and development opportunities.
		1.5	Assess risks to learners and their learning and development when planning specific opportunities.
2	Be able to prepare specific learning and development opportunities to meet learner needs.	2.1	Prepare learning and development sessions to meet learner needs.
		2.2	Identify resources and technologies required to deliver specific learning and development sessions.
		2.3	Communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners.

Assessment requirements

This unit assesses occupational competence. Evidence for the learning outcomes must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit 45: Engage learners in the learning and development process

Unit reference number: F/502/9551

QCF level: 3

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand principles and purpose of engaging learners in learning and development.	1.1	Explain principles of learner engagement in the learning and development process.
		1.2	Evaluate the processes and activities used to engage learners in learning and development.
		1.3	Explain information and advice learners need for learning and development.
		1.4	Analyse learner motivation for learning and development.
		1.5	Analyse ways to overcome barriers to learning and development faced by learners.
		1.6	Explain methods of engaging learners in their own progress review of learning.
2	Understand the role of mentoring in facilitating learning.	2.1	Explain how mentoring can engage and motivate learners.
		2.2	Summarise the role and characteristics of a mentor.
		2.3	Analyse mentoring relationships that engage and motivate learners.
3	Be able to assist and engage the learner in the learning and development process.	3.1	Demonstrate working relationships with learners to motivate learning.
		3.2	Provide assistance to learners to encourage them to take responsibility for their own learning and development.
		3.3	Provide learners with the information and advice to engage in learning and development that meets their needs.

Learning outcomes		Assessment criteria	
4	Be able to assist the learner in reviewing their own progress.	4.1	Establish opportunities to review progress with learners.
		4.2	Provide learners with constructive feedback on their learning and development.
		4.3	Enable learners to give feedback on their learning experience.
		4.4	Analyse progress and achievement with learners.
		4.5	Assist learners to in adapting learning and development plans to reflect future learning needs.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome.

Unit 46: Sustaining an Employment Outcome

Unit reference number: Y/503/2410

QCF level: 3

Credit value: 3

Guided learning hours: 6

Unit aim

This unit is about supporting clients and employers to find a sustained employment outcome.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand in-work support services provided to clients and employers.	1.1	Describe the concept of 'sustaining an employment outcome'.
		1.2	Describe the services and benefits of in-work support.
		1.3	Explain the support available to clients and employers from external services.
2	Be able to identify and assess risks when delivering in-work support services.	2.1	Identify risks to the sustainability of an employment outcome for: <ul style="list-style-type: none"> • Client • Employer
		2.2	Assess risks to the sustainability of an employment outcome for: <ul style="list-style-type: none"> • Client • Employer
3	Be able to deliver in-work support services.	3.1	Provide information on in-work support for clients and employers.
		3.2	Set up processes that facilitate the client initiating regular contact with the organisation.
		3.3	Implement a schedule of regular contacts with clients and employers.
		3.4	Maintain organisational systems to meet required standards and procedures.
		3.5	Develop strategies to address concerns and/or objections that are raised during contacts.
4	Be able to sustain employment outcomes.	4.1	Respond to risks that jeopardise the sustainability of an employment outcome.
		4.2	Present options to clients and employers as part of managing the risks.
		4.3	Take recovery action to sustain an employment outcome.
5	Be able to build and maintain effective relationships to sustain employment outcomes.	5.1	Build and maintain effective relationships to sustain employment outcomes with: <ul style="list-style-type: none"> • Client • Employer • Organisation

Unit 47: Understand mental health problems

Unit reference number: J/602/0103

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Know the main forms of mental ill health.	1.1	Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders.
		1.2	Explain the key strengths and limitations of the psychiatric classification system.
		1.3	Explain two alternative frameworks for understanding mental distress.
		1.4	Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.
2	Know the impact of mental ill health on individuals and others in their social network.	2.1	Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.
		2.2	Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> • Psychological and emotional • Practical and financial • The impact of using services • Social exclusion • Positive impacts
		2.3	Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> • Psychological and emotional • Practical and financial • The impact of using services • Social exclusion • Positive impacts
		2.4	Explain the benefits of early intervention in promoting an individual's mental health and well-being.

13 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Consideration in General and Vocational Qualifications*
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Recognition of Prior Learning Policy and Process*
- *Quality Assurance Handbook* (updated annually)
- *Pearson Distance assessment Policy*
- *Pearson Distance learning policy*

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-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 is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Employment Related Services against the underpinning knowledge of the National Occupational Standards in Management and Leadership, Customer Services and Lifelong Learning UK. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS		Pearson BTEC Specialist units			
		Unit 1	Unit 2	Unit 3	Unit 4
LLUK CrD02	Reflect on, develop and maintain own skills and practice in career development			#	
LLUK CrD03	Develop and apply ethical practice to your career development role			#	
LLUK CrD04	Build and maintain relationships with individuals to ensure a client-centred approach	#			
LLUK CrD05	Work with individuals to explore and identify their needs and aspirations	#			
LLUK CrD15	Monitor, evaluate and improve the effectiveness of the service on offer	#			
LLUK CrD16	Plan and undertake research on behalf of the service				
CFACSA4	Give customers a positive impression of yourself and your organization		#		
CFACSA9	Go the extra mile in customer service		#		
CFACSB1	Do your job in a customer-friendly way		#		

NOS		Pearson BTEC Specialist units			
		Unit 1	Unit 2	Unit 3	Unit 4
CFACSB2	Deliver reliable customer service		#		
CFACSD6	Develop your own customer service skills through individual learning		#		
CFACSF1	Communicate in a customer service environment		#		
CFAM&LAA1	Manage yourself			#	
CFAM&LAA2	Develop your knowledge, skills and competence			#	
CFAM&LAA3	Develop and maintain your professional networks			#	
CFAM&LBB4	Ensure compliance with legal, regulatory, ethical and social requirements				#

Annexe B: Assessment Strategy

1 Introduction

- 1.1 The Employment Related Services Assessment Strategy is designed to provide Pearson and approved centres with a robust and flexible approach to deliver assessment for Employment Related Services NVQs/SVQs and competence-based qualifications. Where units are imported from NVQs/SVQs and competence-based qualifications in Advice and Guidance, Learning and Development, Management and Customer Service the requirements of the associated assessment strategies for the units must be adhered to.

2 External quality control

- 2.1 Pearson will provide qualifications and quality assurance that support their delivery to all Employment Related Services NVQs/SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.
- 2.2 Pearson will use independent assessment¹ for NVQs/SVQs and competence based qualifications.

3 Assessing performance

- 3.1 Assessment of all units at any level of Employment Related Services NVQs/SVQs and competence-based qualifications may be based on either learner performance at work or, only where this is strictly necessary, through simulation (See Section 4 below).
- 3.2 Units imported into the Employment Related Services NVQs/SVQs and competence-based qualifications must be assessed in accordance with the imported assessment strategies.

4 Simulation of NVQ/SVQ units

- 4.1 Simulation is only permitted with agreement from Pearson in exceptional circumstances where natural work evidence is unlikely to occur. It must be used sparingly and must only form a small part of the evidence for the qualification. It should not be used for any part of the Employment Related Services role that involves the direct supervision of others.

5 Occupational expertise to assess performance and verify assessments

- 5.1 Evidence of learners' work achievements must be assessed, or verified at work by:
- Assessors, or internal verifiers who have achieved the appropriate regulatory body approved qualifications for assessment or internal quality assurance; or are working towards achievement of, the

¹ Independent assessment is assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome

appropriate regulatory body approved qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of starting their role;

OR

- b. A **trainer, supervisor or manager**, elected by an employer, who must either:
1. Have achieved the appropriate regulatory body approved unit qualifications for assessment or internal quality assurance, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of starting their role;

Unqualified assessors and internal verifiers must have their decisions counter-signed by suitably qualified assessors and internal verifiers.

OR

2. Employer organisations may seek guidance and qualification approval from Pearson on the basis of the 'Employer Direct' model where they are able to demonstrate that the:
 - Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
 - Trainer, supervisor or manager is able to map their assessment or internal verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based.
- 5.2 **Assessors** must be occupationally competent to make Employment Related Services assessment judgements about the level and scope of individual learner performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.
- 5.3 **External Verifiers and Internal Verifiers** must be occupationally competent to make Employment Related Services quality assurance judgements about the quality of assessment and the assessment process.
- 5.4 Pearson will supply information on the requirements for internal and external quality assurance activities to Employment Related Services assessment centres.
- 5.5 All assessors and verifiers to maintain current Employment Related Services competence to deliver these functions. It is recognised this can be achieved in many ways but these must be recorded in individual continual professional development (CPD) records that are maintained in Employment Related Services assessment centres.



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