

# **Pearson BTEC Level 2 Diploma in Customer Service (QCF)**

## **Specification**

Combined (Competence and Knowledge) qualification

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Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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# Purpose of this specification

This specification sets out:

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

# 1 Introducing Pearson BTEC Combined (Competence and Knowledge) qualifications

## What are Combined (Competence and Knowledge) qualifications?

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

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

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

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

There are three sizes of Combined (Competence and Knowledge) qualifications 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 awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

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



## 2 Qualification summary and key information

| Qualification title           | Pearson BTEC 2 Diploma in Customer Service (QCF)   |
|-------------------------------|--|
| QCF Qualification Number (QN) | 601/3424/0   |
| Qualification framework       | Qualifications and Credit Framework (QCF)  |
| Regulation start date         | 02/06/2014   |
| Operational start date        | 01/09/2014   |
| Approved age ranges           | 16-18<br>19+<br>Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the qualification Assessment Strategy. |
| Credit value                  | 45   |
| Assessment available          | Portfolio of Evidence (internal assessment) <b>and</b> Pearson-devised assessment (onscreen testing).  |
| Guided learning hours         | 245-305  |
| Grading information           | The qualification and units are graded pass/fail.  |

| Qualification title | Pearson BTEC Level 2 Diploma in Customer Service (QCF)   |
|---------------------|--|
| Entry requirements  | No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however it is likely that they may already be employed or seeking employment within the customer service sector. Centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i> ).  |
| Funding             | <p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website: <a href="http://www.gov.uk">www.gov.uk</a></p> |

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. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: [www.edexcel.com](http://www.edexcel.com)

## 3 Qualification rationale

### Qualification objectives

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The Pearson BTEC Level 2 Diploma in Customer Service (QCF) is for learners who work in, or who want to work in customer service in roles such as Customer Service Advisor, Customer Service Operator, Call Centre Advisor, Help Desk Operative and Service Agent.

It gives learners the opportunity to:

- develop and demonstrate technical and wider sector-related knowledge to underpin competence in the job roles stated above. Technical knowledge includes the principles and practices of delivering customer service and understanding the different types of customers, their needs, wants and expectations. Wider sector-related knowledge includes equality and diversity, organisational structure and environment, and legislation and regulations that govern the industry
- develop and demonstrate a range of technical skills and behaviours that supports competence in the job roles stated above. This includes communicating with customers using appropriate communication channels, resolving customer problems and complaints, building relationships with customers, promoting additional products and/or services and the ability to improve own learning and performance
- develop their own personal growth and engagement in learning through the development of personal, learning and thinking skills (PLTS)
- have existing skills recognised
- achieve a nationally recognised Level 2 qualification.

### Relationship with previous qualifications

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This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Certificate in Customer Service (QCF) that has expired, and the Pearson BTEC Level 2 Certificate in Customer Service (QCF), which expires 31 December 2014.

### Apprenticeships

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Skills CFA include the Pearson BTEC Level 2 Diploma in Customer Service (QCF) as the competencies component for the Intermediate Apprenticeship in Customer Service.

## **Progression opportunities**

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Learners who achieve the Pearson BTEC Level 2 Diploma in Customer Service (QCF) can progress to the Pearson BTEC Level 3 Diploma in Customer Service (QCF), which is the competencies component of the Level 3 Advanced Apprenticeship in Customer Service. Alternatively, learners could choose to progress to other qualifications such as:

- Pearson BTEC Level 3 Award in Principles of Customer Service
- Pearson BTEC Level 3 Certificate in Principles of Customer Service

Achieving this qualification also gives learners the opportunity to progress to job roles with additional responsibilities such as Customer Relationship Manager, Customer Support Officer, Customer Service Team Leader and Customer Service Supervisor.

## **Industry support and recognition**

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

## **Relationship with National Occupational Standards**

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

## 4 Qualification structure

### Pearson BTEC Level 2 Diploma in Customer Service (QCF)

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

|   |    |
|---|----|
| Minimum number of credits that must be achieved                       | 45 |
| Number of mandatory credits that must be achieved                     | 19 |
| Minimum number of optional credits that must be achieved from Group B | 3  |
| Minimum number of optional credits that must be achieved from Group C | 16 |
| The remaining credit can be taken from Group B, C or D.               | 7  |
| A maximum of 7 optional credits can be achieved from Group D.         |    |

| Unit | Unit reference number | Mandatory units  | Level | Credit | Guided learning hours |
|------|-----------------------|--|-------|--------|-----------------------|
| 1    | A/506/2130            | Deliver customer service                                 | 2     | 5      | 27                    |
| 2    | F/506/2131            | Understand customers                                     | 2     | 2      | 17                    |
| 3    | J/506/2132            | Principles of customer service                           | 2     | 4      | 34                    |
| 4    | A/506/1964            | Understand employer organisations                        | 2     | 4      | 40                    |
| 5    | L/506/1788            | Manage personal performance and development              | 2     | 4      | 18                    |
| Unit | Unit reference number | Optional units (group B)                                 | Level | Credit | Guided learning hours |
| 6    | D/506/2119            | Communicate verbally with customers                      | 2     | 3      | 14                    |
| 7    | T/506/2126            | Communicate with customers in writing                    | 2     | 3      | 20                    |
| Unit | Unit reference number | Optional units (group C)                                 | Level | Credit | Guided learning hours |
| 8    | H/506/2154            | Deal with incoming telephone calls from customers        | 2     | 3      | 16                    |
| 9    | K/506/2155            | Make telephone calls to customers                        | 2     | 3      | 16                    |
| 10   | L/506/2133            | Promote additional products and/or services to customers | 2     | 2      | 14                    |
| 11   | R/506/2134            | Process information about customers                      | 2     | 3      | 14                    |

| Unit | Unit reference number | Optional units (group C continued)                             | Level | Credit | Guided learning hours |
|------|-----------------------|--|-------|--------|-----------------------|
| 12   | Y/506/2135            | Exceed customer expectations                                   | 2     | 3      | 15                    |
| 13   | T/506/2143            | Deliver customer service whilst working on customers' premises | 2     | 4      | 20                    |
| 14   | T/506/2157            | Carry out customer service handovers                           | 2     | 3      | 15                    |
| 15   | A/506/2158            | Resolve customer service problems                              | 2     | 5      | 22                    |
| 16   | F/506/2159            | Deliver customer service to challenging customers              | 2     | 3      | 16                    |
| 17   | Y/506/2149            | Develop customer relationships                                 | 2     | 3      | 18                    |
| 18   | T/506/2160            | Support customer service improvements                          | 2     | 3      | 12                    |
| 19   | A/506/2161            | Support customers through real-time online customer service    | 2     | 3      | 15                    |
| 20   | J/506/2163            | Use social media to deliver customer service                   | 2     | 3      | 18                    |
| 21   | R/506/2151            | Resolve customers' complaints                                  | 3     | 4      | 22                    |
| 22   | D/506/2170            | Gather, analyse and interpret customer feedback                | 3     | 5      | 24                    |
| 23   | H/506/2977            | Support customers using self-service equipment                 | 2     | 3      | 18                    |
| 24   | K/506/2978            | Provide post-transaction customer service                      | 2     | 5      | 22                    |
| Unit | Unit reference number | Optional units (group D)                                       | Level | Credit | Guided learning hours |
| 25   | T/505/4673            | Health and Safety Procedures in the Workplace                  | 2     | 2      | 16                    |
| 26   | L/506/1807            | Manage diary systems   | 2     | 2      | 12                    |
| 27   | H/506/1814            | Provide reception services                                     | 2     | 3      | 15                    |
| 28   | L/506/1869            | Contribute to the organisation of an event                     | 2     | 3      | 23                    |
| 29   | M/506/1895            | Buddy a colleague to develop their skills                      | 2     | 3      | 19                    |
| 30   | L/506/1905            | Employee rights and responsibilities                           | 2     | 2      | 16                    |
| 31   | R/506/1789            | Develop working relationships with colleagues                  | 2     | 3      | 19                    |
| 32   | J/506/1806            | Principles of equality and diversity in the workplace          | 2     | 2      | 10                    |

| Unit | Unit reference number | Optional units (group D continued)                    | Level | Credit | Guided learning hours |
|------|-----------------------|---|-------|--------|-----------------------|
| 33   | M/502/8587            | Processing sales orders                               | 2     | 2      | 17                    |
| 34   | R/502/8601            | Meeting customers' after sales needs                  | 2     | 3      | 14                    |
| 35   | M/502/8606            | Handling objections and closing sales                 | 2     | 3      | 22                    |
| 36   | K/503/0421            | Deal with incidents through a contact centre          | 2     | 7      | 40                    |
| 37   | L/503/0394            | Carry out direct sales activities in a contact centre | 2     | 5      | 15                    |
| 38   | H/506/1912            | Negotiate in a business environment                   | 3     | 4      | 18                    |
| 39   | F/502/4396            | Bespoke Software                                      | 2     | 3      | 20                    |

## 5 Programme delivery

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

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

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

### Elements of good practice

#### Learner recruitment, preparation and support

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

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



## Training and assessment delivery

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Good practice in relation to training and assessment delivery includes:

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

## Employer engagement

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Good practice in relation to employer engagement includes:

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

## Delivery guidance for Pearson BTEC Level 2 Diploma in Customer Service (QCF)

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The Level 2 Diploma in Customer Service has four component sections – mandatory units A, optional units B, optional units C and optional units D.

There are three mandatory units that are suitable for off-the-job delivery, these are:

- Understand customers
- Principles of customer service
- Understand employer organisations

These mandatory knowledge-based units would be suitable for a tutorial style delivery, where the underlying principles of customer service can be explored, examined and discussed. This will provide the learners with a sound knowledge base for the development of practical skills that can be evidenced in the workplace. In order to make the delivery of these knowledge based units more interesting, guest speakers could be brought in from various industries to share their knowledge and experience of customer service within their specific industry area. Other methods of delivering the units off-the-job could include presentations, case studies, group and individual learner research, video clips from real work situations, online learning resources and group discussions. For example, in delivering the unit, Principles of Customer Service, learners could be asked to carry out pre-session investigative research on the concepts underpinning learning outcome 1 and the legal and ethical requirements related to learning outcome 2. The websites and other resources listed in the resource section of the unit will be very useful in supporting learners' research. Tutor-led discussion on these topics will then give learners the opportunity to present and share information from their research as well as draw on their experiences of applying these concepts and requirements in practice. For learning outcome 3, video clips of real world situations or a virtual learning environment would be good for learners to comment on the appropriateness of behaviours and techniques used to meet customers' expectations and putting them at ease. This would be better in groups as it would encourage discussion and sharing of practice. For learning outcome 4, case studies, presentations or discussion based on learners' own experiences would be useful.

Learning outcomes 3 and 4 underpin many of the core competencies learners have to demonstrate to achieve the competence units so there are opportunities to link the delivery with that of competence units, for example, Deliver Customer Service.

Near the job training, for example, induction training is also a valuable way of learners gaining knowledge of the knowledge units, particularly, Understand Employer Organisations and Understand Customers. Many organisations will have role-specific induction programmes for new employees and such a programme at this level would cover many of the concepts and principles in these two units. Where these exist, training providers should map these against the units' requirements and incorporate the outcomes of these (internal documentation e.g. reviews and personal development plans) in the delivery of the units, as far as possible.

Training can also be given by other departments within the apprentice's organisation e.g. finance, sales, operations. This could be invaluable learning for Understand Employer Organisation as it will give the learner a more varied perspective on how the organisation works and each department within it. This type of learning can also involve some pre-learning research so that the learner is able to undertake some self-study perhaps via the intranet, internet or reading organisational literature.

Optional units such as Communicate Verbally with Customers, Communicate with Customers in Writing, Deal with Incoming Telephone Calls from Customers and Make Telephone Calls to Customers can also be delivered away from the work environment to allow the learner to develop these skills in a safe environment that can then be transferred to the workplace. Activities such as demonstrations, observation and role-plays would be best suited in delivering these units. The use of feedback on performance and reflective practice would support and extend learning from these activities.

On-the-job delivery can be carried out in a number of ways dependent on which suits the apprentice best. Coaching and mentoring could be suitable delivery methods for competence mandatory units such as Deliver Customer Service and Manage Personal performance and Development. Sitting next to a colleague who has relevant knowledge and expertise and learning by that person's instruction, could be an invaluable learning experience for many learners. These colleagues could then be used to provide witness testimony for the assessment process, where necessary and appropriate. This method of delivery would also be appropriate for many of the optional competence units, depending on the learning task being undertaken. Many organisations have internet access and this is a useful resource for learners to gain knowledge about the organisational requirements as well as develop the competencies needed to carry out their job.

Opportunities to integrate the delivery and assessment of Personal Learning and Thinking Skills (PLTS) will arise naturally through the delivery of the knowledge and through the competence outcomes. Unit 5 Manage Personal Performance and Development may be seen as an example where PLTS could be delivered through off the job training but evidenced through the learner's work products, for example if the learner is subject to Performance Management at work then it may be possible to find evidence for PLTS outcome Self-Managers. Centres should plan and make full use of the opportunities to integrate PLTS that are available. See Annex E for mapping of PLTS to the units in this specification).

Opportunities to integrate the delivery and assessment of Employee Rights and Responsibilities (ERR) are likely to occur early on in the training process.

Wherever possible links to customer service in the workplace should be used to demonstrate that ERR does not work in isolation.

## 6 Centre resource requirements

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

### General resource requirements

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

### Specific resource requirements

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As well as the general requirements above, there are specific resource requirements that centres must meet. They are listed by unit below.

| <b>Unit</b>  | <b>Resources required</b>   |
|--|---|
| Unit 36: Deal with incidents through a contact centre          | Centres should ensure that learners undertaking these units have access to the relevant equipment and software expected within a contact centre environment |
| Unit 37: Carry out direct sales activities in a contact centre |   |

## 7 Access and recruitment

Our policy on access to our qualifications is that:

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

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

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

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however it is likely that they may already be employed or seeking employment within the customer service sector.

### **Access to qualifications for learners with disabilities or specific needs**

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

We are committed to making sure that:

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

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

## 8 Assessment

This qualification contains both knowledge and competence units, assessed through a combination of internal and external assessment.

All competence units are internally assessed. Knowledge units can be assessed through internal or external assessment. The type of unit, whether knowledge or competence, is stated in the unit information section at the start of each unit. Information on the methods and requirements for both internal and external assessment is given later in this section.

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

### Language of assessment

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External assessments for units in this qualification will be available in English.

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

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

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

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

Both of the documents above are on our website at [www.edexcel.com/policies](http://www.edexcel.com/policies)

### Competence units – internal assessment

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

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

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

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

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

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

Learners can provide evidence of occupational competence from:

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

## Assessment Strategy

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

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



## Types of evidence

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

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S) – Unit 33 and Unit 34 only
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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

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

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

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

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: [www.edexcel.com](http://www.edexcel.com).

## Knowledge units – external and internal assessment

The following knowledge units in this qualification can be externally assessed through an onscreen test or internally assessed through a Portfolio of Evidence. Centres have the option to choose the method of assessment that is most suitable for their learners and context.

Unit 2: Understand Customers

Unit 3: Principles of Customer Service

Unit 4: Understand Employer Organisations

Learners can achieve units through a combination of Portfolio of Evidence and onscreen tests but a single unit must use one or the other form of assessment.

The following knowledge units are assessed internally through a Portfolio of Evidence only.

Unit 30: Employee Rights and Responsibilities

Unit 32: Principles of Equality and Diversity in the Workplace

### External assessment

Pearson sets and marks the externally assessed onscreen tests. These tests must be taken by the learner under examination conditions.

The table below gives information about the onscreen tests available for this qualification.

| <b>Unit 2: Understand Customers</b> |  |
|-------------------------------------|--|
| Length of assessment                | The external assessment will be 35 minutes |
| Number of marks                     | 20   |
| Assessment availability             | On demand                                  |
| First assessment availability       | October 2014                               |

| <b>Unit 3: Principles of Customer Service</b> |  |
|---|--|
| Length of assessment                          | The external assessment will be 45 minutes |
| Number of marks                               | 30   |
| Assessment availability                       | On demand                                  |
| First assessment availability                 | October 2014                               |

## Unit 4: Understand Employer Organisations

|                               |  |
|-------------------------------|--|
| Length of assessment          | The external assessment will be 35 minutes |
| Number of marks               | 25   |
| Assessment availability       | On demand                                  |
| First assessment availability | October 2014                               |

The onscreen tests assess all the learning outcomes in the identified units to meet the standard specified by the related assessment criteria. All the amplification in each unit is mandatory for the tests. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions. Centres need to make sure that learners are:

- fully prepared to sit the onscreen tests
- entered for the tests at appropriate times, with due regard for re-sit opportunities as necessary.

All centres offering onscreen assessment must comply with the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website at: [www.edexcel.com](http://www.edexcel.com)

### Internal assessment

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

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

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

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

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

For guidance on internal assessment methods, please refer to the *Guide to Assessing Work Based Learning Qualifications*, available on our website at: [www.edexcel.com](http://www.edexcel.com)

## Appeals

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

Centres must document all learners' appeals and their resolutions. There is more information on the appeals process in our policy document *Enquiries and Appeals about Pearson Vocational Qualifications*, available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Dealing with malpractice

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Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Centre guidance for dealing with malpractice* and the JCQ document *Suspected Malpractice in Examinations and Assessments – JCQ Policies and Procedures*, available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies). Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

## Reasonable adjustments to assessment

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

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

## Special consideration

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

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

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

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

Both of the documents mentioned above are on our website at:  
[www.edexcel.com/policies](http://www.edexcel.com/policies)

## Credit transfer

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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 unit achievement. Further information on credit transfer can be found in the *QCF Credit Accumulation and Transfer policy (England)*, available on our website at:  
[www.edexcel.com/policies](http://www.edexcel.com/policies)

## 9 Centre recognition and approval

### Centre recognition

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

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

Guidance on seeking approval to deliver BTEC vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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

## 10 Quality assurance of centres

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

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

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

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

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

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

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at [www.pearsonwbl.edexcel.com](http://www.pearsonwbl.edexcel.com)

# 11 Unit format

Each unit has 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

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

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for competency-based qualifications.

## Unit summary

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

## Learning outcomes

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

## Assessment criteria

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



## Unit amplification

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

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

### Relationship between amplification and assessment criteria

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

### Amplification structure

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

### Legislation

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

## Information for tutors

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

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

# **Unit 1:** **Deliver Customer Service**

**Unit reference number:** **A/5062130**

**QCF level:** **2**

**Credit value:** **5**

**Guided learning hours:** **27**

**Unit type:** **Competence**

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## **Unit summary**

Delivering customer service is an important part of any customer service role. It is vital that it is carried out correctly and effectively in order to provide customer satisfaction, to meet the needs and expectations of the customer and to present a favourable image of the organisation.

In this unit you will learn how to deliver customer service by understanding the relationship between customer needs, expectations and customer satisfaction. You will need to understand the meaning of the terms 'feature' and 'benefit' when discussing a product or service. You will also need to know why it is important to treat customers as individuals and why it is important to be able to balance the needs of customers with those of the organisation. You will need to understand when and to whom you can escalate problems when delivering customer service, and understand the methods you can use to measure your own effectiveness in customer service delivery.

You need to know what a brand is, why it is important to an organisation, how it can affect an organisation's customer service offer and why it is important to use customer service language that supports a brand promise. You will learn how your own role can ensure that a brand promise can be delivered.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Understand customer service delivery</p>                             | <p>1.1 Explain the relationship between customers' needs and expectations and customer satisfaction</p> <p>1.2 Describe the features and benefits of an organisation's products and/or services</p> <p>1.3 Explain the importance of treating customers as individuals</p> <p>1.4 Explain the importance of balancing promises made to customers with the needs of an organisation</p> <p>1.5 Explain when and to whom to escalate problems</p> <p>1.6 Describe methods of measuring their own effectiveness in the delivery of customer service</p> |
| <p>2 Understand the relationship between customer service and a brand</p> | <p>2.1 Explain the importance of a brand to an organisation</p> <p>2.2 Explain how a brand affects an organisation's customer service offer</p> <p>2.3 Explain the importance of using customer service language that supports a brand promise</p> <p>2.4 Identify their own role in ensuring that a brand promise is delivered</p>  |
| <p>3 Be able to prepare to deal with customers</p>                        | <p>3.1 Keep up to date with an organisation's products and/or services</p> <p>3.2 Prepare resources that are necessary to deal with customers before starting work</p>   |

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>4 Be able to provide customer service</p>                          | <p>4.1 Maintain organisational standards of presentation and behaviour when providing customer service</p> <p>4.2 Adapt their own behaviour to meet customers' needs or expectations</p> <p>4.3 Respond to customers' requests in line with organisational guidelines</p> <p>4.4 Inform customers of the progress of their requests</p> <p>4.5 Confirm that customers' expectations have been met in line with the service offer</p> <p>4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service</p> |
| <p>5 Be able to support improvements to customer service delivery</p> | <p>5.1 Identify ways that customer service could be improved for an organisation and individuals</p> <p>5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery</p>   |

## Unit amplification

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### **AC1.1: Explain the relationship between customers' needs and expectations and customer satisfaction**

- *Customer needs:* definition; results in positive impact on customer satisfaction and return sales
- *Customer expectations:* definition (shaped by service offer, marketing materials and organisational reputation); results in customer retention and long-term customer relationships
- *Customer satisfaction:* definition (based on customer perception of quality)

### **AC1.2: Describe the features and benefits of an organisation's products and/or services**

- *The learner should describe the features and benefits of their own organisation's products and services*
  - o *Features:* distinguishing characteristics of a product or service; deliver benefits to customers
  - o *Benefits:* reasons why customers buy a product or service; meet customers' needs

### **AC1.3: Explain the importance of treating customers as individuals**

- *Importance of treating customers as individuals:* e.g. customer satisfaction; customer loyalty; customer retention; compliance with legislation (Equality Act 2010)

### **AC1.4: Explain the importance of balancing promises made to customers with the needs of an organisation**

- *Importance of balancing promises made to customers to an organisation's needs:* e.g. achievement of organisational objectives, budget restrictions, consistency and transparency of organisational practices

### **AC1.5: Explain when and to whom to escalate problems**

- *When to escalate problems:* in line with escalation procedures; dealing with a complaint or problem outside own authority; lack of knowledge/experience from the customer service assistant
- *To whom to escalate problems:* managers; supervisors; more experienced colleagues; suppliers; manufacturers

### **AC1.6: Describe methods of measuring their own effectiveness in the delivery of customer service**

- *Measures:* feedback from others; sales targets being met and exceeded; customer complaints; direct feedback from customers

**AC2.1: Explain the importance of a brand to an organisation**

- *Brand*: definition; brand name; trade mark; brand image, types of brands i.e. manufacturer's and own-label
- *Importance of a brand*: legal protection of unique product features; gives the customer a specific perception of the organisation (e.g. Jaguar linked to prestige cars); market segmentation; distinguishes the product and/or service from competitors ; builds a reputation; encourages customer loyalty

**AC2.2: Explain how a brand affects an organisation's customer service offer**

- *Effects on customer service offer*: negative – may tarnish the image of organisation and reduce sales; positive association with products/services enhances image of organisation and increases sales; responsiveness to customer needs by introduction of new products to enhance existing ones can increase the customer service offer

**AC2.3: Explain the importance of using customer service language that supports a brand promise**

- *Brand promise*: organisation commitment (implicit, explicit); organisation character; mission
- *Customer service language*: types, i.e. organisation specific customer language or industry accepted best practice language
- *Importance of using*: e.g. reassures the customer, helps to cement the perception of the brand and organisation in the customer's mind, reminds staff of the expected service standards

**AC2.4: Identify their own role in ensuring that a brand promise is delivered**

- *Identifying own role in ensuring brand promise delivery*: knowing what the brand promise is, and what it means to own role within the organisation/team; understanding how this role helps to deliver the brand to customers through knowledge of products/services

## Information for tutors

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### Suggested resources

#### Books

Leland K and Bailey K – *Customer Service for Dummies*, 3rd Edition (Wiley Publishing Inc., 2011) ISBN 978047176892

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 9780071315920

#### Websites

[www.designcouncil.org.uk](http://www.designcouncil.org.uk) – Design Council, information specifically on branding

[www.managementhelp.org](http://www.managementhelp.org) – Management Help, information on customer service branding needs, basic customer service

[www.marketing.about.com](http://www.marketing.about.com) – About.com Marketing has information on good customer service

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

To pass this unit, the learner must provide evidence that they can consistently deliver excellent customer service in line with their organisational standards and requirements, to different types of customers and in different circumstances over a period of time. The learner could be delivering customer service to external or internal customers.

The primary source of evidence for this unit should be observation of the learner carrying out their work activities in providing customer service. This observation can be carried out unobtrusively by the assessor with the use of question and answer (Q&A) sessions to show the knowledge underlying the learner's performance. For example, the learner could be asked to explain how they have adapted their own behaviour to meet customer needs and expectations in a particular observed situation (AC4.2). They could also be asked to explain their organisational procedures and policies and how they have adhered to them in delivering customer service (AC4.6).

Product evidence (such as an email sent by the learner to a customer informing them of the progress of their request for AC4.4) seen during or separately from an observed performance, must be evaluated and commented on by the assessor. Witness testimony is also a suitable assessment method to confirm the learner's competence against the learning outcomes and assessment criteria (this could be used, for example, for learning outcomes 3 to 5).

Question and answer (Q&A) sessions are an appropriate assessment method for learning outcomes 1 and 2. This method should be integrated with the assessment for learning outcomes 3 to 5 to give the learner the opportunity to link and apply their knowledge to their work activities. For example, the learner could be asked to describe how they have used customer service language to support their organisation's brand promise and give reasons why this is important to their organisation. Learners may be more comfortable using a learner diary to demonstrate their knowledge level for learning outcome 1, and this is also acceptable. Learners' responses must be at the appropriate depth and breadth to meet the level of demand of the knowledge ACs, for example the response for AC1.1 must have sufficient detail about how customers' needs and expectation are interrelated with customer satisfaction.

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



## Unit 2: Understand Customers

**Unit reference number:** F/506/2131

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 17

**Unit type:** Knowledge

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### Unit summary

Successful organisations offer the right products and services to the right types of customer at the right time and are able to retain those customers' loyalty over time. To do this, organisations need to understand their customers' individual needs and expectations in order to tailor their customer service offer and maximise customer satisfaction.

In this unit, you will understand the various types of customers that you will encounter in a customer service role. You will learn about what customer expectations are, how they can vary depending on social or cultural factors and what happens when expectations are not met.

You will learn the value of new and existing customers to an organisation, the importance of customer loyalty and the relationship between customer satisfaction and the overall reputation and success of an organisation. You will also understand what methods are used to attract new customers and retain their loyalty.

### Learning outcomes and assessment criteria

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

| Learning outcomes                         | Assessment criteria   |
|---|---|
| 1 Understand different types of customers | <ul style="list-style-type: none"><li>1.1 Explain the distinctions between internal and external customers</li><li>1.2 Explain how cultural factors can affect customers' expectations</li><li>1.3 Describe the characteristics of challenging customers</li><li>1.4 Explain how to identify dissatisfied customers</li></ul> |

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>2 Understand the value of customers and their loyalty</p> | <p>2.1 Explain how the achievement of the customer service offer contributes to enhancing customer loyalty</p> <p>2.2 Explain the relationship between customer satisfaction and organisational performance</p> <p>2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services</p> <p>2.4 Explain the potential consequences of customers' dissatisfaction</p> <p>2.5 Describe different methods of attracting customers and retaining their loyalty</p> |

## Unit amplification

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**This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.**

### **AC1.1: Explain the distinctions between internal and external customers**

- *Internal customers:* working within organisation (colleagues, supervisors, staff working in other departments)
- *External customers:* outside organisation (customers obtaining products and/or services)
- *Distinctions between internal and external customers:* knowledge and understanding of systems and procedures; expectation of service; communication styles

### **AC1.2: Explain how cultural factors can affect customers' expectations**

- Cultural experience has a direct impact on customer expectations
- *Cultural factors:* language; nationality; age; beliefs; social attitudes and behaviours (formality of greeting, professional behaviours, personal space, social interactions); language (tone of voice, communication style); values (perception of right or wrong, ethics, environmental responsibility, lifestyle)
- *Customer expectations:* service delivery (responsiveness, reliability, speed, professionalism, personalisation, attitude, behaviour); products and/or services (ethically produced and sourced, kind to environment, locally sourced, value for money); awareness of cultural differences (customers tend to match their expectations to their own cultural practices and experiences)

### **AC1.3: Describe the characteristics of challenging customers**

- *Challenging customers:* any customer where communication difficulties and interactions need to be overcome

*Challenging customers and their characteristics:*

- *Behaviour:* impolite (shouting, raised voice, inappropriate language); angry; impatient; frustrated; argumentative; distressed; body language (crossed arms, angry facial expression, hand/arm movements)

**AC1.4: Explain how to identify dissatisfied customers**

- *Dissatisfied customers:* definition (unhappy with product offer or purchase, unhappy about service received from an organisation, do not make repeat purchases, those who give negative reviews)
- *Signs to help identify dissatisfied customers:* complaints received (letters/e-mails, telephone, face to face); customer reviews (social media, surveys); body language (crossed arms, angry facial expression, hand/arm movements); tone of voice (raised, shouting)

**AC2.1: Explain how the achievement of the customer service offer contributes to enhancing customer loyalty**

- *Service offer:* extent and limits of customer service an organisation offers (pricing and range of products unique to an organisation); Service Level Agreements (SLAs); what an organisation will do to meet/exceed customer needs
- *Achievement of customer service offer:* customer satisfaction (positive feedback, meeting and exceeding customer expectations, customer loyalty), increase sales of products and/or services as a result of positive recommendations by friends, family, other customers
- *Enhances customer loyalty:* increase in customer confidence, trust in service offer, commitment to organisation

**AC2.2: Explain the relationship between customer satisfaction and organisational performance**

- *Customer satisfaction:* needs and expectations are met, delivering products and/or services on time and according to organisational procedures, going the 'extra mile'
- *Relationship to organisational performance:* repeat business; increase customer spend; customer loyalty; achieving or exceeding agreed performance targets (sales, service level agreements)

**AC2.3: Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services**

Reputation and image:

- *Organisational values:*
  - ethical/non-ethical (fair-trade, sustainability, environment, human/animal rights)
  - standard of products and/or services provided (quality, price)
  - legal compliance
  - market leader
  - size of organisation
- *Image:* brand; professional; trustworthy; competent; reliable; competitive
- *Effect on customers' perceptions of products and/or services:* alters customers' expectations (expectations increased/reduced depending on whether reputation and/or image is positive or negative); demands change (realistic, unrealistic)

**AC2.4: Explain the potential consequences of customers' dissatisfaction**

- *Customer dissatisfaction:* failure to meet expectations in products supplied and/or service provided; uncompetitive price charged for products and/or services; mis-selling of products and/or services (unknowingly or deliberate)
- *Potential consequences:* damage to organisation's reputation; loss of income and customers; fall in profits; loss of staff (redundancies, staff leavers); demotivation of staff

**AC2.5: Describe different methods of attracting customers and retaining their loyalty**

- *Methods to attract customers:* promotions (sales, discounts, offers, incentives, events); advertising campaigns (in-house, local/national media, social media sites, internet, mail shots, personal letters and e-mails); recommendations; unique service offer
- *Methods to retain customer loyalty:* loyalty schemes (cards, discounts, money off coupons, cash back, exclusive events, targeted vouchers/coupons); providing exceptional customer service; exceeding customer expectations; excellent product offer; competitive pricing for products and/or services

## Information for tutors

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### Suggested resources

#### Books

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

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

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

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

#### Websites

[www.businessballs.com](http://www.businessballs.com) – Businessballs has information on different business related topics suited to this unit such as complaint letters, body language, customer service and games to improve skills and understanding of relevant topics.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – Institute of Customer Service (ICS) has information regarding customer satisfaction surveys, research information to improve customer service levels in business and source of additional customer service resources.

#### Other

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

### Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with *Section 8 Assessment*.

## External Assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 35 minutes and is worth 20 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated *Unit amplification* as a base for the questions.

## Internal Assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

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

### Unit assessment guidance

Due to the nature of the individual learning outcomes, different types of assessment are needed to produce sufficient and appropriate evidence to demonstrate achievement of the learning outcomes. The following are the required assessment methods for this unit.

Learning outcome 1 can either be assessed by structured written assessment or oral question and answer session (Q&A). If structured written assessment is used, it should allow the learners to contextualise and relate the concepts to their own working environment and work experiences. For example, learners could demonstrate their understanding of different types of customers by drawing on their experience of dealing with a range of customers. Learners can provide evidence in different formats such as presentation slides and workbooks, as long as they allow the learner to present the evidence required to meet the assessment criteria. If oral question and answer (Q&A) is used then this should be integrated, as far as possible, with the assessment of work-based competencies in related competence units. For example, this learning outcome could be holistically assessed with the competence unit titled '*Exceed Customer Expectations*', where the learner needs to demonstrate an understanding of different types of customers and their expectations. The oral question and answer (Q&A) session must be recorded and supported by a signed witness statement from the assessor. The assessor must ensure that the signed statement includes sufficient detail to support the assessment decisions for the learning outcome and the related assessment criteria.

Learning outcomes 2 must only be assessed by structured written assessment to allow the learners to demonstrate the depth and breadth of evidence required to meet the assessment criteria. This could be one single project assignment or a series of linked or separate tasks. The assessment should provide opportunities for learners to relate the concepts and techniques to their working environment and working experiences, and this should be utilised in the design of the assessment. Evidence could be presented in a range of formats as best suited to the nature of the assessment.

## **Unit 3: Principles of Customer Service**

**Unit reference number: J/506/2132**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 34**

**Unit type: Knowledge**

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### **Unit summary**

When working in a customer service role it is important that you understand the key principles, concepts and practices of customer service as they will form the basis of how you interact with customers and colleagues.

In this unit you will gain an understanding of the essential principles required to deliver good customer service.

You will learn about what organisations do to ensure customer service is delivered consistently and to a high level, and what can go wrong when systems fail. You will also learn how organisations manage and use customer information.

An important component of this unit covers legislation and regulations relating to health and safety, equality, diversity and data protection, which all shape and provide the framework within which customer service should be delivered. You will learn about these laws and regulations and how they may affect customer service delivery.



## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>1 Understand customer service</p>  | <p>1.1 Explain the purpose and scope of customer service</p> <p>1.2 Define the term "service offer"</p> <p>1.3 Explain the value of a "service offer" to an organisation</p> <p>1.4 Explain the importance of delivering consistently high quality customer service</p> <p>1.5 Explain the importance of keeping up to date with knowledge of competitors' activities</p> <p>1.6 Explain barriers to providing effective customer service</p> <p>1.7 Describe the features of effective follow-up service</p> |
| <p>2 Understand how legal and ethical requirements relate to customer service</p> | <p>2.1 Describe how sales and consumer-related legislation and regulations affect the delivery of customer service</p> <p>2.2 Describe how health, safety and environmental legislation affects customer service delivery</p> <p>2.3 Explain how ethical considerations affect customer service</p> <p>2.4 Explain how equality legislation affects customer service</p> <p>2.5 Describe how legislation affects the use and storage of customer information</p>  |

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>3 Understand how to deliver effective customer service</p>      | <p>3.1 Explain the difference between customers' wants, needs and their expectations</p> <p>3.2 Explain how to identify customers' needs and expectations</p> <p>3.3 Explain the importance of managing customers' expectations</p> <p>3.4 Explain how to behave in a way that meets customers' expectations</p> <p>3.5 Describe techniques that can be used to put customers at ease and gain their trust</p> <p>3.6 Explain the importance of following up actions and keeping promises when delivering customer service</p> |
| <p>4 Understand the management of customer service information</p> | <p>4.1 Explain how customer service information can be used</p> <p>4.2 Explain the importance of systems to manage customer service information</p> <p>4.3 Explain the uses of systems to manage customer service information</p> <p>4.4 Identify the features of an effective customer complaints process</p> <p>4.5 Describe the uses of a customer complaints process</p>   |

## Unit amplification

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**This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.**

### **AC1.1: Explain the purpose and scope of customer service**

- *Purpose:* customer satisfaction; positive reputation/image for organisation; customer loyalty; meeting/exceeding sales and service targets
- *Scope:* before, during and after the purchase or use of a product or service

### **AC1.2: Define the term “service offer”**

- *Service offer:* extent and limits of customer service that an organisation offers (pricing and range of products and/or services unique to an organisation, value added benefits); Service Level Agreements (SLAs); what an organisation will do to meet/exceed customer needs

### **AC1.3: Explain the value of a “service offer” to an organisation**

- *Value of service offer to an organisation:* differentiates an organisation’s products and/or services from those of other organisations in the market; attracts more business; secures customer loyalty; sets the standard of excellent customer service

### **AC1.4: Explain the importance of delivering consistently high quality customer service**

- *High quality customer service:* customer expectations (meeting, exceeding); staff performance (following agreed standards when serving customers, being polite, efficient, knowledgeable, helpful, approachable)
- *Importance:* retains/increases customer loyalty; reduces complaints; improves and maintains positive reputation and image of organisation; secures future business (increases profits)

### **AC1.5: Explain the importance of keeping up to date with knowledge of competitors’ activities**

- *Keeping up to date with knowledge of competitors’ activities:* using competitors’ services; independent research (media, trade magazines); customer surveys
- *Importance:* ensures organisation remains reliable, dependable and competitive; secures and protects future income; enables changes to be made to the service offer to meet customer expectations

**AC1.6: Explain barriers to providing effective customer service**

- *Barriers:* unmanageable and restrictive organisational policies and procedures; inadequate customer service systems or procedures to support effective customer service; staff problems (unclear lines of responsibilities and levels of authority, staff shortages, competence levels and knowledge, lack of incentives, use of jargon and/or abbreviations); lack of customer service culture; poor communication (colleagues, customers)

**AC1.7: Describe the features of effective follow-up service**

- *Follow-up service:* communication; answering questions; up selling associated products and/or services; customer feedback (checking product or service meets customer needs/requirements, making adjustments if necessary); after-sales service; procedures for solving problems; procedures for complaints
- *Features of an effective follow up:* fast response times to complaints and queries; proactively updating customers on new products and/or services linked to initial purchase; contacting customers following initial service delivery to confirm customer satisfaction; offering incentives to secure customer loyalty

**AC2.1: Describe how sales and consumer-related legislation and regulations affect the delivery of customer service**

Sales and consumer legislation and regulations:

- *Sale of Goods Act (1979):*
  - o goods must conform to contract of sale or agreement; be as described; fit for purpose; of satisfactory quality (durability and safety, free from minor defects, appearance and finish)
  - o it is the seller, not the manufacturer, who is responsible for goods that do not conform to contract
  - o consumers can request money back within a reasonable time
- *Consumer Credit Act (1974):* credit agreements; cooling off periods; credit and store cards; protection from faulty goods; counterfeit goods; poor service; problems with contracts; problems with rogue traders
- *Trade Descriptions Act (1968):* product and/or service *descriptions* to be accurate (in writing, verbally)
- *Supply of Goods and Services Act (1982):* what constitutes a service (care, skill, reasonable time and charge); goods supplied in the course of the service must be of satisfactory quality and fit for their purpose
- *Consumer Protection Act (1987):* goods purchased (credit card, store card, credit agreement); consumer protection against non-delivery of goods; faulty goods; misrepresentation

- *Consumer Contracts Regulations (2014)*: location of retailer and purchaser; delivery deadlines; cooling off period; rights to cancellation; confirmation of purchase; rights to a refund
- *The Consumer Protection from Unfair Trading Regulations (2008)*: the regulations ban traders in all sectors from using unfair commercial practices towards consumers; a general ban on conduct below a level which may be expected towards consumers (honest market practice/good faith); misleading practices; aggressive sales techniques

Delivery of customer service:

- *Effects*: establishes customer's legal and statutory rights; establishes organisation's legal and statutory responsibilities; products and/or services must meet regulations and legislation; staff need to follow clear procedures in order to remain compliant; organisations must have clear procedures in place and staff should be trained in these procedures

**AC2.2: Describe how health, safety and environmental legislation affects customer service delivery**

- *Legislation*: Health and Safety at Work Act (1974); COSHH (2002); RIDDOR (2013); Manual Handling; Environmental Protection Act 1990; the Waste (England and Wales) (Amendment) Regulations 2014; Waste Electrical and Electronic Equipment (WEEE) Regulations
- *Effects on customer service delivery*: safeguards the safety of customers and staff; establishes customer's legal rights; establishes organisation's legal responsibility for safety of products and/or services; products and/or services must meet regulations and legislation; staff need to follow procedures in order to remain compliant; organisations must have clear procedures in place and staff should be trained in these procedures

**AC2.3: Explain how ethical considerations affect customer service**

- *Ethical considerations*: fairness (price, treatment of customers, service levels); respecting equality and diversity; following approved codes of practice; links to charitable organisations and fair trade partnerships; using local produce and suppliers; size of environmental footprint
- *Effects on customer service*: procedures for providing customer service must demonstrate an understanding/appreciation of ethical considerations; policies and procedures may need to be changed if an organisation is not compliant; staff should be trained to improve their understanding and to improve practice; special considerations may be necessary to meet agreed standards

#### **AC2.4: Explain how equality legislation affects customer service**

- *Equality Act (2010)*: legally protects people from discrimination (age, disability, race, religion, sex, sexual orientation, being pregnant or having a child, being or becoming a transsexual person or being married or in a civil partnership) in the workplace and in wider society
- *Effects on customer service*: special considerations and reasonable adjustments (improved access arrangements, audio induction loops, literature provided in large type or Braille, interpreters, translators, being patient, offering additional support); the service provided to customers must be fair and equal (staff training and education, monitoring to ensure practices are compliant)

#### **AC2.5: Describe how legislation affects the use and storage of customer information**

- *Legislation*: The Data Protection Act (1998) protects how personal information or data is used and stored
- *Key principles*: data should be obtained fairly and used only in connection with the purpose originally intended; accurate and kept up to date; not kept for longer than necessary; kept securely; not transferred outside the European Economic Area unless that country has adequate levels of protection
- *Effects on use and storage of customer information*: data (paper and electronic) stored according to legislation (no longer than necessary); sharing of information is restricted and controlled (within an organisation, customers and to external organisations); disclosure of information (confirming identity/security questions)

#### **AC3.1: Explain the difference between customers' wants, needs and their expectations**

- *Wants*: customers' idealistic view of what type of product and/or service will meet their needs
- *Needs*: customers' requirements of the product and/or service (features, benefits, specific functions)
- *Expectations*: customers' idea of how the product or service will meet their needs (realistic or unrealistic)
- *Differences*: customers' wants do not often fulfil their needs; matching customers' wants with their needs and expectations can be achieved through effective customer service skills (questioning, active listening, overcoming objections, clearly explaining features and benefits, suggesting compromise)

#### **AC3.2: Explain how to identify customers' needs and expectations**

- *Identifying customers' needs and expectations*: open and closed questioning techniques; active listening; results of surveys; obtaining customer feedback

**AC3.3: Explain the importance of managing customers' expectations**

- *Importance:* ensure customer satisfaction; reduce complaints; maintain organisation's reputation; improve market share of an organisation; maintain profitability

**AC3.4: Explain how to behave in a way that meets customers' expectations**

- *Behaviour:* staff attitude (courteous, professional, respectful, knowledgeable, body language, tone of voice, appearance); resolve or refer complaints and problems as promised; follow up queries; meet service level agreements; follow organisational procedures

**AC3.5: Describe techniques that can be used to put customers at ease and gain their trust**

- *Putting customers at ease:* build rapport (friendly, listen, ask questions, open body language, eye contact, show empathy); relate and listen to customer problems or requests
- *Gaining trust:* remain impartial; be open to suggestions; active listening; avoid misleading comments or making promises that cannot be met

**AC3.6: Explain the importance of following up actions and keeping promises when delivering customer service**

- *Follow up actions and keeping promises:* delivering product and/or service on time and according to customer expectations; calling back when agreed; resolving problems and complaints according to organisational procedures and customer expectations
- *Importance:* maintains customer satisfaction; promotes goodwill; improves customer loyalty; positively affects organisation's reputation; increases business; avoids customer complaints and compensation costs

**AC4.1: Explain how customer service information can be used**

- *Customer service information:* financial; customer compliments and complaints; customer's personal data (electronic, paper based, names, addresses, date of birth, payment methods); customer's purchase history; permission from the customer; in accordance with Data Protection legislation (storage, access, use, sharing and passing on information)
- *Use:* personal information only used in connection with the service or product obtained; assist with marketing and promotion; develop customer relationships; improve customer service; customer profiling (types of product and/or services used, delivery preferences, payment preferences)

**AC4.2: Explain the importance of systems to manage customer service information**

- *Systems:* electronic (organised computer database, bespoke software, Customer Relationship Management (CRM) software); paper records
- *Importance:* easier to locate information when required; ease of access by authorised people; improves efficiency of service; improves accuracy of information provided; improves security of information (business sensitive information, Data Protection Act); enables effective follow-up procedures

**AC4.3: Explain the uses of systems to manage customer service information**

- *Uses:* target customers for marketing purposes if permission given; monitor customer spending habits; review/analyse product sales or service use; quick identification of customer data to assist with efficient customer service delivery

**AC4.4: Identify the features of an effective customer complaints process**

- *Features:* customer complaints will be handled consistently across organisation; processes are standardised; set procedures are agreed with the customer and organisation (timescales for resolution, who will be involved, which external agencies can be contacted if complaint is unresolved or customer dissatisfied); lines of responsibility and accountability are clearly set out; compliance with consumer legislation; respects customer statutory rights

**AC4.5: Describe the uses of a customer complaints process**

- *Uses of a customer complaint process:* customers will feel reassured and confident (trading with organisation, obtaining products, using services, recommending to friends and family); organisation benefits (identifies areas of weakness, drives change to improve service, limits further damage to organisation's reputation)



## Information for tutors

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### Suggested resources

#### Books

HSE – *Health and Safety Made Simple* (HSE Books, 2011) ISBN 9780717664481

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

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

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

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

#### Websites

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) – BBC Bitesize, information relating to consumer rights and legislation

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive, information regarding health and safety legislation and laws

[www.ico.org.uk](http://www.ico.org.uk) – Information Commissioners Office, information regarding data protection legislation

[www.which.co.uk](http://www.which.co.uk) – Which?, information relating to consumer rights and regulations

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – Institute of Customer Service, information relating to the customer service sector

[www.gov.uk](http://www.gov.uk) – UK Government website, information relating to the rights and protection for those purchasing goods and services

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk) – Trading Standards, information about UK legislation relating to the selling and purchasing of goods and services.

#### Other

*Customer Focus* (Institute of Customer Service) – magazine containing information relating to the customer service industry.

### Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with *Section 8 Assessment*.

## External assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 30 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated *Unit amplification* as a base for the questions.

## Internal assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

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

## Unit assessment guidance

Due to the nature of the individual learning outcomes, different types of assessment are needed to produce sufficient and appropriate evidence to demonstrate achievement of the learning outcomes. The following are the required assessment methods for this unit.

Learning outcome 1, 3 and 4 can either be assessed by structured written assessment or oral question and answer session (Q&A). If structured written assessment is used, it should allow the learners to contextualise and relate the concepts to their own working environment and work experiences. For example, learners could demonstrate their understanding of different types of customers by drawing on their experience of dealing with a range of customers. Learners can provide evidence in different formats such as presentation slides and workbooks, as long as they allow the learner to present the evidence required to meet the assessment criteria. If oral question and answer (Q&A) is used then this should be integrated, as far as possible, with the assessment of work-based competencies in related competence units. For example, learning outcomes 1 and 3 could be holistically assessed with the competence unit titled '*Exceed Customer Expectations*', where the learner needs to demonstrate an understanding of different types of customers and their expectations. Learning outcome 4 could be holistically assessed with the unit '*Process Information about Customers*'. The oral question and answer (Q&A) session must be recorded and supported by a signed witness statement from the assessor. The assessor must ensure that the signed statement includes sufficient detail to support the assessment decisions for the learning outcome and the related assessment criteria.

Learning outcome 2 must only be assessed by structured written assessment to allow the learners to demonstrate the depth and breadth of evidence required to meet the assessment criteria. This could be one single project assignment or a series of linked or separate tasks. The assessment should provide opportunities for learners to relate the concepts and techniques to their working environment and working experiences, and this should be utilised in the design of the assessment. Evidence could be presented in a range of formats best suited to the nature of the assessment.

# Unit 4: Understand Employer Organisations

**Unit reference number:** A/506/1964

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 40

**Unit type:** Knowledge

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## Unit summary

Employer organisations have a wide range of purposes such as supplying goods and services, while others manufacture goods. Some organisations want to make profits to satisfy their shareholders, others have different objectives. You will study the differences between the types of organisations in the private sector, from the small to the large national and international organisations, those controlled by the Government in the public sector and those in the voluntary sector. You will also learn how each type of organisation is set up against a specific legal structure.

The operational functions of organisations are different depending on their size and structure. The larger the organisation is, roles and responsibilities become specialised and you will gain an understanding of how functional activities interrelate.

There are various internal and external factors that influence how organisations operate and function, so it is important for you to understand how organisations deal with these. You will learn how the impact of political, economic, social, technological, legal and environmental change has on organisations. Different models of analysis are used by organisations to assess the impact and how they will be dealt with. No organisation can survive unless it fits into the environment in which it operates.

## Learning outcomes and assessment criteria

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

| Learning outcomes                           | Assessment criteria  |
|---|--|
| 1 Understand organisational structures      | 1.1 Explain the differences between the private sector, public sector and voluntary sector<br>1.2 Explain the functions of different organisational structures<br>1.3 Describe the features of different types of legal structures for organisations |
| 2 Understand the organisational environment | 2.1 Describe the internal and external influences on organisations<br>2.2 Explain the use of different models of analysis in understanding the organisational environment<br>2.3 Explain why change in the business environment is important         |

## Unit amplification

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**This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.**

### **AC1.1: Explain the differences between the private sector, public sector and voluntary sector**

- *Private Sector*: run by individuals and companies for profit
  - sole trader
  - partnership
  - limited company
  - public limited company
- *Public Sector*: managed by government ministries and departments and financed through public and business taxes; provide a service to the public
  - *education*: schools; colleges
  - *National Health Service*: hospitals; nursing homes; GP practices
  - local councils
  - police
- *Voluntary Sector*: not for profit organisations; benefit the public
  - *charities*: Oxfam; Red Cross
  - *trusts*: Housing Associations
  - *local community interest organisations*: Neighbourhood Watch Schemes
  - *societies*: local sports club; uniformed organisations (scouts and guides, theatre groups)

## **AC1.2: Explain the functions of different organisational structures**

- *Types of organisational structures:*
  - *flat hierarchical:* few levels; wide areas of responsibility; short lines of communication
  - *tall hierarchical:* many levels; narrow areas of responsibility; long lines of communication
  - *functional:* employee has a single manager that they report to; areas are organised by functional areas; issues/queries will be directed to a single point of contact
  - *matrix:* sub areas within a functional area (employee could work in Product A sales Department, Product B Operations department)
- *Organisational structure for small organisations:*
  - *flat hierarchical:* few members of staff therefore more responsibility; flexible; more responsive to market needs
  - *functional:* in-depth knowledge of a particular product/area of the company; know all employees; knowledge of who to speak to or escalate an issue/query to; issues/queries will be directed to a single point of contact; clarity of own responsibility; clarity of responsibility across the business
- *Organisational structure for large organisations on one-site:*
  - *tall hierarchical:* more people; more focused area of responsibility; in-depth knowledge of the functional area; general knowledge of other areas of the company
  - *functional:* in-depth knowledge of all aspects of the company; knowledge of who to speak to or escalate an issue/query to; issues/queries will be directed to a single point of contact
  - *matrix:* in-depth knowledge of a product within the functional area; general understanding/knowledge of other areas of the business; focused responsibilities; difficult to find a point of contact for other business areas; build relationships with colleagues across sites/business areas
- *Organisational structure for large organisations across sites or countries:*
  - *tall hierarchical:* more people; more focused area of responsibility; in-depth knowledge of the functional area; general knowledge of other areas of the company
  - *matrix:* in-depth knowledge of a product within the functional area; general understanding/knowledge of other areas of the business; focused responsibilities; difficult to find a point of contact for other business areas; build relationships with colleagues across sites/business areas

### **AC1.3: Describe the features of different types of legal structures for organisations**

- *Private Sector:*
  - *sole trader:* one owner; sole responsibility; liability for all debts of business; risks to own property; keeps profits
  - *partnership:* shared ownership; shared responsibility; joint liability for all debts of business; partners share profits or as agreed in deed or partnership; common in professional services (accountants, solicitors, veterinary surgery)
  - *limited company:* shared ownership through shareholding investment; liability limited to investment in business; need for company registration (Articles of Association, Memorandum of Association); on-going submission of accounting statements
- *Public Limited Company:* owned by shareholders; liability limited to investment in business; need for company registration (Articles of Association, Memorandum of Association); financial records published; annual general meetings held; Director reappointments or new appointments voted on
- *Public Sector:* set up and controlled by the Government; and financed through taxes by the public
- *Voluntary Sector:*
  - *unincorporated association:* don't have to register with any regulatory body; not obliged to keep a membership list; if a charity and have an income above £5,000 required to register with the Charity Commission
  - *charitable trust:* run by a small group of people (trustees); trustees can be appointed for life or changed regularly; trustees don't receive any personal benefit from its activities
  - *a charitable incorporated organisation:* registered and regulated by the Charity Commission; annual accounts and trustees annual report must be submitted to Charity Commission
  - *a charitable company:* Limited Company with charitable aims; Directors are not personally liable for the company's debts; membership organisation; has its own Memorandum & Articles of Association

### **AC2.1: Describe the internal and external influences on organisations**

- *Internal influences:* within the organisation's control
- *Communication:*
  - *positive:* good lines of communication; important information will be given and received; no confusion
  - *negative:* bad lines of communication; important information may not be given or received; confusion about what needs to be done
- *Manager motivation:*
  - *positive:* staff will be recognised (staff will become motivated, work will be completed and completed well)
  - *negative:* lack of recognition (staff will become demotivated, work not completed or completed badly)
- *Company image or reputation:*
  - *positive:* good image or reputation (people will continue to use the company, company will gain business, company may need to recruit to expand the business)
  - *negative:* poor image or reputation (people will stop using the company, company will lose business, company may need to downsize and staff may lose their jobs)
- *Policy making:*
  - *positive:* staff will know how to carry out their work; will know the expectations
  - *negative:* staff will not know how to carry out their work; will not know the expectations
- *Recruitment processes:*
  - *positive:* skilled and experienced staff; work completed appropriately
  - *negative:* unskilled or inexperienced staff; work not completed appropriately; work re-done by more qualified/experienced person
- *Management skills:*
  - *positive:* staff/budget and work flow will be controlled; company will succeed
  - *negative:* staff/budget and work flow will not be controlled; company will fail



- *External influences:* beyond the organisation's control
  - *good lending conditions:* good investment opportunities for services/product development; choice of financial sources
  - *tight lending conditions:* make investment opportunities for services/product development difficult; need to explore alternative financing sources
  - *decrease in interest rates:* supports spending; loan repayments decreased
  - *increase in interest rates:* supports savings and investments; loan repayments increased
  - *decrease in taxes:* increases profits
  - *increase in taxes:* reduces profits
  - *government regulations:* develop plans for compliance with regulations
  - *competition from similar providers:* enhance innovation and service to stay ahead of the competition

**AC2.2: Explain the use of different models of analysis in understanding the organisational environment**

- *SWOT Analysis:* supports business planning; understanding a situation and decision making
  - *strengths:* what the organisation is good at; what is going well (brand image, market growth, good customer service)
  - *weaknesses:* need to improve; changes
  - *opportunities:* new markets; new products; new customers; new technology
  - *threats:* new competitors; increase cost of raw materials; increase in energy costs; increase in taxes
- *PESTLE Analysis:* examines each factor to assess what the impact or potential impact will be on the organisation
  - *political:* taxes; VAT rates
  - *economic:* inflation rates; foreign exchange rates; interest rates; effect on supply and demand
  - *social:* high/low employment; culture; age demographics; gender
  - *technological:* be up-to-date; cost of new equipment/methods; staff training; web developments
  - *legal:* new sector legislation affecting manufacturing costs; meeting standards
  - *environmental:* recycling; ethical implications; carbon footprint; sources of timber; contribution of organisation to community; ecological influences; regulations

**AC2.3: Explain why change in a business environment is important**

- To continue to be successful it is important for organisations to:
  - *keep up with competitors*
  - *adapt to changes in the market*
  - *as the business grows, the environment should also adapt:*  
structure change; recruitment; new departments/areas created or lost
  - *keep up with legislation and political decisions:* employment law; health and safety; EU trading
  - *keep up with technology:* help business become more productive; streamlined; efficient

## Information for tutors

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### Suggested resources

#### Books

Needle D – *Business in Context: An Introduction to Business and its Environment*, 4th Edition (Cengage Learning Business Press, 2004) ISBN 9781861529923

#### Websites

[www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business) – The business pages of the BBC website

[www.bized.co.uk](http://www.bized.co.uk) – A business education resource site

[www.thetimes100.co.uk](http://www.thetimes100.co.uk) – *The Times* 100 business studies resource centre

#### Other

TV programmes that have business items most frequently

*The Money Programme*, BBC2 (weekly)

*Working Lunch*, BBC2 (daily)

### Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with *Section 8 Assessment*.

#### External Assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 35 minutes and is worth 25 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated *Unit amplification* as a base for the questions.

#### Internal Assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

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

## **Unit assessment guidance**

The following is the required assessment method for this unit.

All learning outcomes must only be assessed by structured written assessment to allow the learner to demonstrate the depth and breadth of evidence required to meet the assessment criteria. This could be one single project or a series of linked or separate tasks. While the learning outcomes mainly require the learner to demonstrate knowledge and understanding of general business concepts, there are some opportunities for learners to relate this to their working environment and working experiences and this should be utilised in the design of the assessment. Evidence could be presented in a range of formats as suitable to the nature of the assessment, such as a written report or workbook.

# **Unit 5: Manage Personal Performance and Development**

**Unit reference number:** L/506/1788

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 18

**Unit type:** Competence

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## **Unit summary**

In this unit, you will learn how to participate actively in developing your personal skills. Acquiring the habit of continuously learning new skills will be useful throughout your career and will help you to adapt to change.

You will learn how to agree work objectives and the criteria for measuring success, and how to react when faced with a problem. You will learn how to use time-management tools and about ways of minimising distraction from the job in hand.

You will explore how your organisation supports your personal development through its policies and by giving you feedback on your performance. You will look into all the relevant factors affecting how you learn in the workplace, including your preferred learning style and your development needs for your role. This leads on to you negotiating and agreeing personal development objectives and a personal development plan to support you and structure your learning. You will need to show that you have made full use of formal development opportunities, such as training courses, and that you also use informal learning opportunities, such as observing experienced colleagues, to contribute towards achieving your personal development objectives.

Finally, you will review your progress and revise your plans, sharing what you have learned with others.

## Learning outcomes and assessment criteria

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

| Learning outcomes                                      | Assessment criteria   |
|--|---|
| <p>1 Be able to manage personal performance</p>        | <p>1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager</p> <p>1.2 Agree criteria for measuring progress and achievement with line manager</p> <p>1.3 Complete tasks to agreed timescales and quality standards</p> <p>1.4 Report problems beyond their own level of competence and authority to the appropriate person</p> <p>1.5 Take action needed to resolve any problems with personal performance</p> |
| <p>2 Be able to manage their own time and workload</p> | <p>2.1 Plan and manage workloads and priorities using time management tools and techniques</p> <p>2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives</p> <p>2.3 Explain the benefits of achieving an acceptable "work-life balance"</p>   |

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>3 Be able to identify their own development needs</p> | <p>3.1 Identify organisational policies relating to personal development</p> <p>3.2 Explain the need to maintain a positive attitude to feedback on performance</p> <p>3.3 Explain the potential business benefits of personal development</p> <p>3.4 Identify their own preferred learning style(s)</p> <p>3.5 Identify their own development needs from analyses of the role, personal and team objectives</p> <p>3.6 Use feedback from others to identify their own development needs</p> <p>3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs</p> |
| <p>4 Be able to fulfil a personal development plan</p>   | <p>4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms</p> <p>4.2 Make use of formal development opportunities that are consistent with business needs</p> <p>4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives</p> <p>4.4 Review progress against agreed objectives and amend plans accordingly</p> <p>4.5 Share lessons learned with others using agreed communication methods</p>   |

## Information for tutors

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### Suggested resources

#### Books

Cottrell S – *Skills for Success, Personal Development and Employability*, 2nd Edition (Palgrave Macmillan, 2010) ISBN 9780230250185

Fleming I – *Time Management Pocketbook*, 6th Edition (Management Pocketbooks, 2011) ISBN 9781903776087

Trough F – *Brilliant Employability Skills* (Pearson FT Prentice Hall, 2011) ISBN 9780273749936

#### Websites

[www.businessballs.com](http://www.businessballs.com) – personal development learning resources and learning styles tests

[www.managers.org.uk](http://www.managers.org.uk) – Chartered Management Institute, has a range of resources on setting objectives and personal development

[www.mindtools.com](http://www.mindtools.com) – website providing a wide range of learning resources with some resources on personal and professional development

### Assessment

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

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

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

#### Unit assessment requirements

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



## Unit assessment guidance

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

Ideally, the approach to assessment of this unit would follow the learner's journey through induction into employment, initial objective setting in the workplace and on to progress reviews and personal development planning. It would be helpful if the assessor and the learner were aware of when the above processes are likely to be undertaken so that assessments can be timed to take advantage of naturally occurring opportunities. The needs of this unit should be considered early on in the course to allow time for setting and achieving objectives, receiving feedback and reviewing progress.

The criteria for learning outcome 1 relate to the learner's work and there will necessarily be a time delay between the learner agreeing to work objectives and their subsequent achievement. Work product evidence can be used for the first two assessment criteria and possibly AC1.3. For AC1.1, more than one objective is required and each objective should be 'SMART'. A learner log supported by a witness testimony from the learner's line manager would be suitable evidence for the remaining assessment criteria.

For learning outcome 2 there should be opportunities for direct observation, followed by oral question and answers (Q&A) for AC2.3 which is knowledge based. Repeated performance using a range of time-management techniques for different workloads and priorities is required here. Evidence for these criteria could be gathered holistically whilst collecting evidence for other units.

Learning outcome 3 is about the learner's personal development programme. The objectives for AC3.7 will focus on personal development planning. These objectives will, therefore, be different from the objectives used for learning outcome 1. Some learners would benefit from a professional discussion for the knowledge ACs 3.1 to 3.5 but others who are happy to write and enjoy having time to think may prefer to produce a reflective account. It should be possible to use work product evidence in the form of the record of the learner's performance review for ACs 3.5 to 3.7.

In many organisations, the learner would have a formal personal development plan, which could be used as work product evidence for ACs 4.1 and 4.2. If this does not provide all the evidence required then the learner could produce an expanded version of their personal development plan. If the employer does not use personal development plans then it may be necessary to provide a pro forma to help the learner to produce one with the support of their line manager. Similarly, the employing organisation may have a system for the recording of formal and possibly informal learning as a CPD (Continuing Professional Development) record but if this not the case then the learner should be asked to produce a learning log recording details from the beginning of their learning programme.

For ACs 4.4 and 4.5 the learner needs to review their progress, amend their personal development plans and share lessons learned. Ideally, this would be with their line manager and a record of the meeting would provide work produce evidence for these criteria. If there is no formal system then a learning log supported by a witness testimony from the line manager would provide suitable evidence.

# **Unit 6: Communicate Verbally with Customers**

**Unit reference number: D/506/2119**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 14**

**Unit type: Competence**

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## **Unit summary**

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

In this unit you will learn how to communicate verbally with customers by understanding what effective communication is and why it is important in customer service. You will need to understand when different questioning techniques can be used to communicate verbally with customers and why they are chosen. You will also need to understand the different tones of voice and types of body language used and how this impacts upon the customer's impression of the service they are given. Finally, you will need to know the different types of verbal and non-verbal signals that customers use to show how they are feeling.

## Learning outcomes and assessment criteria

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

| Learning outcomes                                       | Assessment criteria  |
|---|--|
| 1 Understand how to communicate verbally with customers | <ul style="list-style-type: none"><li>1.1 Explain the importance of effective communication in customer service</li><li>1.2 Explain how tone of voice, choice of expression and body language can affect the way customers perceive their experience</li><li>1.3 Explain why 'customer service language' is used</li><li>1.4 Describe different questioning techniques that can be used when communicating with customers</li><li>1.5 Describe verbal and non-verbal signals that show how a customer may be feeling</li><li>1.6 Describe the types of information needed when communicating verbally with customers</li></ul> |

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>2 Be able to use customer service language to communicate with customers</p> | <p>2.1 Identify customers' wants and priorities</p> <p>2.2 Listen 'actively' to what customers are saying</p> <p>2.3 Communicate clearly, concisely and professionally with customers</p> <p>2.4 Use a tone of voice and expression that reinforces messages when communicating with customers</p> <p>2.5 Use language that reinforces empathy with customers</p> <p>2.6 Adapt their response in accordance with customers' changing behaviour</p> <p>2.7 Provide information and advice that meets customers' needs</p> <p>2.8 Maintain organisational standards of behaviour and communication when interacting with customers</p> <p>2.9 Check that customers have understood what has been communicated</p> <p>2.10 Adhere to organisational policies and procedures, legal and ethical requirements when communicating verbally with customers</p> |

## Unit amplification

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### **AC1.1: Explain the importance of effective communication in customer service**

- *Effective communication:* communication process, i.e. sender, receiver, message, noise, feedback loop; communication skills, e.g. active listening, questioning skills, non-verbal communications;
- *Importance;* e.g. better understanding of customer's needs, expectations and perspective, customers understand product features and benefits, improves profitability and reputation of the organisation

### **AC1.2: Explain how tone of voice, choice of expression and body language can affect the way customers perceive their experience**

- *Tone of voice:* friendly, angry, happy, sad, excited; bored/uninterested. The tone used is chosen in relation to the situation, e.g. in a stressful situation, tone of voice may be angry and curt; in a relaxed situation, tone of voice may be friendly
- *How tone of voice, expression and body language can affect the customer's perception:* e.g. in a stressful situation, choice of words may be non-confrontational; in a relaxed situation, choice of words may be more informal/friendly
- *Body language:* open, closed, thoughtful, nervous, bored, disbelieving, indecisive
- *Types of actions that show the different types of body language:* inappropriate body language, e.g. folded arms, sluggish posture, finger tapping, fiddling with objects; appropriate language, eye contact, clear speech

### **AC1.3: Explain why 'customer service language' is used**

- *Customer service language:*
  - o *Types:* i.e. organisation specific customer language or industry accepted best practice language
  - o *Reasons for use:* e.g. reminds employees of service standards, supports consistent customer service delivery, improves the customer experience

### **AC1.4: Describe different questioning techniques that can be used when communicating with customers**

- *Different types of questioning techniques:* probing, open, closed, funnel, leading, rhetorical

**AC1.5: Describe verbal and non-verbal signals that show how a customer may be feeling**

- *Verbal signals:* tone of voice and verbal language used by customer
- *Non-verbal signals:* facial expressions, body language, environment relating to customer feelings

**AC1.6: Describe the types of information needed when communicating verbally with customers**

- *Types of information:* product information; organisational policies and procedures; customers' needs and expectations; alternative product information and availability; competitor pricing and service offers

## Information for tutors

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### Suggested resources

#### Books

Leland K and Bailey K – *Customer Service for Dummies*, 3rd Edition (John Wiley & Sons, 2011) ISBN 978047176892

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 9780071315920

#### Websites

[www.brockport.edu](http://www.brockport.edu) – Brockport Education is a USA education establishment that has information on customer service language. A useful publication is *Customer Service Language*

[www.businesstrainingworks.com](http://www.businesstrainingworks.com) – Business Training Works, includes information on customer service language

[www.mindtools.com](http://www.mindtools.com) – Mind Tools, includes information on communication and personal career skills

[www.skillsyouneed.com](http://www.skillsyouneed.com) – Skills you Need has information on customer service skills and skills needed for life, personal and work development

[www.yourdictionary.com](http://www.yourdictionary.com) – Your Dictionary, search for information on body language for customer service

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The primary source of evidence for this unit is direct observation of the learner (in customer service situations in their work environment) communicating verbally with customers. This could include observing face to face and telephone conversations of the learner working in customer service situations. To provide further evidence for the assessment criteria in learning outcome 2, this evidence should be supported with questions and answers around the learner's performance and any relevant work products. For example, the learner could be questioned about the organisational policies and procedures for communicating with customers to provide additional evidence for AC2.10.

Witness testimony could be used to evidence the less observable assessment criteria (such as AC2.8 and AC2.10) within the unit and can also be used to corroborate the competence of the learner over time.

Question and answer (Q&A) sessions are suitable for meeting the requirements of learning outcome 1 and could be integrated into the assessment of learning outcome 2 to give the learner the opportunity to link and apply their knowledge to their workplace activities. For example, the learner could be asked to explain how they thought their tone of voice and body language affected the customer's perception of their experience in a specific observed situation. Learners may be more comfortable producing a learner diary to evidence their achievement of learning outcome 1 and this is also acceptable. The learner's responses must indicate a depth and breadth of knowledge required for the level of demand of the operative verbs.

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



# **Unit 7: Communicate with Customers in Writing**

**Unit reference number: T/506/2126**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 20**

**Unit type: Competence**

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## **Unit summary**

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

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

## Learning outcomes and assessment criteria

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

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

## Unit amplification

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

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

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

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

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

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

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

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

## Information for tutors

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### Suggested resources

#### Book

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

#### Website

[www.itgovernance.co.uk](http://www.itgovernance.co.uk) – IT Governance Ltd, information on data protection

### Assessment

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

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

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

#### Unit assessment requirements

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

#### Unit assessment guidance

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

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

The learner work products could include any written business communications produced, whether in writing or electronically, such as emails, letters, texts or reports. These could be communications to internal or external customers. Work

products could also include the learner's personal work notes or records of decisions and actions taken during communications with customers.

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

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

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

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

# **Unit 8: Deal with Incoming Telephone Calls from Customers**

**Unit reference number: H/506/2154**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 16**

**Unit type: Competence**

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## **Unit summary**

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

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

## Learning outcomes and assessment criteria

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

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

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



## Unit amplification

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

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

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

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

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

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

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

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

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

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

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

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

**AC1.7: Explain how to handle abusive calls**

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

## Information for tutors

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### Suggested resources

#### Websites

[www.ico.org.uk](http://www.ico.org.uk) – Information Commissioner's Office, information on data protection

#### Assessment

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

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

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

#### Unit assessment requirements

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

#### Unit assessment guidance

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

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

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

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

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

# **Unit 9: Make Telephone Calls to Customers**

**Unit reference number: K/506/2155**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 16**

**Unit type: Competence**

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## **Unit summary**

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

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

## Learning outcomes and assessment criteria

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

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

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

## Unit amplification

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

## Information for tutors

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### Suggested resources

#### Websites

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

#### Assessment

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

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

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

#### Unit assessment requirements

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

#### Unit assessment guidance

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

The primary source of evidence for this unit is direct observation of the learner making telephone calls to customers. The observation can be done unobtrusively by the assessor with the use of oral questioning to evidence the knowledge underlying the performance being undertaken and to meet some of the knowledge outcomes (e.g. ACs 1.2 to 1.4).

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

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

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

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

# **Unit 10: Promote Additional Products and/or Services to Customers**

**Unit reference number: L/506/2133**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 14**

**Unit type: Competence**

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## **Unit summary**

Within all work sectors, whether private, public or voluntary, organisations place significant importance on the value of selling or promoting additional products or services to their customers. This practice not only benefits the organisation through increased sales and service users, but also promotes customers' confidence by keeping their best interests central to the service provided and also caring for their needs and expectations.

In this unit you will learn how to match additional products or services to your customers' needs and what skills and techniques you will need to develop in order to become effective at this practice. You will also learn about how to keep your knowledge and skills up to date and understand who can help you to achieve this.

You will develop your knowledge and skills in the promotion of additional products and/or services and have the opportunity to demonstrate your competence in the workplace.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>1 Understand the promotion of additional products and/or services to customers</p> | <p>1.1 Describe organisational policies and procedures on the promotion of additional products and/or services</p> <p>1.2 Explain the importance of keeping product/service knowledge up to date</p> <p>1.3 Explain how to match products and/or services to customer needs</p> <p>1.4 Describe techniques to promote additional products and/or services</p>   |
| <p>2 Be able to promote additional products and/or services to customers</p>          | <p>2.1 Identify opportunities to promote additional products and/or services that are likely to improve the customer experience</p> <p>2.2 Promote the benefits of additional products and/or services that are likely to be of interest to customers</p> <p>2.3 Provide information to customers that will help them to decide whether to select additional products and/or services</p> <p>2.4 Adhere to organisational policies and procedures, legal and ethical requirements when promoting products and/or services</p> |

## Unit amplification

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### **AC1.1: Describe organisational policies and procedures on the promotion of additional products and/or services**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Additional products/services:* those that extend or complement the use or access of the item/service obtained

### **AC1.2: Explain the importance of keeping product/service knowledge up to date**

- *Product/service knowledge:* e.g. features and benefits, price, warranties, instructions for use, product technical knowledge
- *Importance:* reasons e.g. confidence (staff, customer); personal effectiveness (meeting targets, job requirements); meeting customer needs; responding to customer queries effectively; overcoming objections

### **AC1.3: Explain how to match products and/or services to customer needs**

- *Matching to customer needs:* methods, e.g. identifying customer needs (questioning techniques, active listening); offering suggestions; comparing products/services available; overcoming objections; effective communication skills (verbal, non-verbal)

### **AC1.4: Describe techniques to promote additional products and/or services**

- *Techniques to promote:* AIDA model, questioning, communication style, offering discounts/incentives, explaining benefits, making the customer want the additional product/service

## Information for tutors

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### Suggested resources

#### Books

Bird T and Cassell J – *Brilliant Selling: What the Best Salespeople Know, Do and Say*, 2nd Edition (Pearson Business, 2012) ISBN 9780273771203

Kamin M – *10 Steps to Successful Customer Service*, 1st Edition (ASTD Press, 2010) ISBN 9781562865900

McManus S and Newby T – *Customer Service Pocket Book*, 3rd Edition (Management Pocketbooks Ltd, 2013) ISBN 978190661055

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

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 0273775081

#### Websites

[www.businessballs.com](http://www.businessballs.com) – information on different business related topics suited to this unit such as: communication skills, selling techniques, body language, customer service, games to improve skills and understanding of relevant topics.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – information regarding customer satisfaction surveys, research information to improve customer service levels in business and source of additional customer service resources.

#### Other

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

### Assessment

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

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

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

## Unit assessment requirements

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

## Unit assessment guidance

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

Evidence to achieve this unit is likely to come from a combination of direct observation, learner work products and witness testimony. Evidence to meet the requirements for AC2.2 and AC2.3 would come from direct observation of the learner carrying out sales activities, including promoting additional products and/or services. Activities could relate to either a sales role where customers are paying for a product or service in the private sector, or where customers are receiving a service that is provided within the public or voluntary sector.

Evidence from direct observation could be supported by examining work products, for example, service and sales orders generated by the learner could provide further evidence to meet the requirements for AC2.2 and AC2.3. Witness testimony from line managers would also strengthen and support the evidence collected from direct observations, for example, to meet the requirements for AC2.4.

Planned question and answer sessions (Q&A) and learner statements are valid assessment methods and can be used to corroborate the learner's competence against AC2.1 as well as meet the requirements of the knowledge assessment criteria in learning outcome 1. The learner's responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria. For example, the response for AC1.1 and AC1.4 must have sufficient detail about the policies and procedures for promoting additional products or services within the organisation that they work and include descriptions of the techniques that are effective in meeting this area of competence.

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



# **Unit 11: Process Information about Customers**

**Unit reference number: R/506/2134**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 14**

**Unit type: Competence**

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## **Unit summary**

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

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

## Learning outcomes and assessment criteria

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

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

## Unit amplification

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### **AC1.1: Describe the functions of customer information systems**

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

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

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

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

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

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

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

### **AC1.5: Explain the validity of customer information**

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

## Information for tutors

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### Suggested resources

#### Books

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

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

#### Website

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) – BBC Bitesize, information relating to consumer rights and legislation

[www.gov.uk](http://www.gov.uk) – Gov.UK, information relating to the Data Protection Act

[www.ico.org.uk](http://www.ico.org.uk) – The Information Commissioner’s Office has information regarding data protection legislation.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – Institute of Customer Service has information specifically related to the customer service sector and contains an excellent glossary of customer service terms.

#### Other

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

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

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

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

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

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

# Unit 12: Exceed Customer Expectations

**Unit reference number:** Y/506/2135

**QCF Level:** 2

**Credit value:** 3

**Guided learning hours:** 15

**Unit type:** Competence

## Unit summary

The level of customer service an organisation offers is often what distinguishes them from their competitors. Exceeding customer expectations will ensure an organisation is offering their customers excellent customer service.

This unit will give you the knowledge to understand how to exceed customer expectations, looking at areas such as legislation, organisational policies, and customer perception of adding value. You will then go on to demonstrate exceeding customer expectation naturally through your activities at work. This will include explaining your service offer to your customers, identifying options that add value and keeping records of any actions you take.

## Learning outcomes and assessment criteria

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

| Learning outcomes                                | Assessment criteria   |
|--|---|
| 1 Understand how to exceed customer expectations | <ul style="list-style-type: none"><li>1.1 Explain how customers form expectations of the service they will receive</li><li>1.2 Explain legislation, organisational policies and procedures that can limit or vary the service offer</li><li>1.3 Explain the types of actions that customers are likely to perceive as adding value</li><li>1.4 Explain how to recognise when actions taken to offer added value could be built into the service offer</li></ul> |

| Learning outcomes                                | Assessment criteria   |
|--|---|
| <p>2 Be able to exceed customer expectations</p> | <p>2.1 Identify differences between customers' expectations and needs and the service offer</p> <p>2.2 Explain the service offer clearly and concisely to customers</p> <p>2.3 Identify options that offer added value without affecting other customers adversely</p> <p>2.4 Make offers to customers within their own authority levels</p> <p>2.5 Take action to ensure that customers are aware that offers made to them have added value and exceed the service offer</p> <p>2.6 Record agreements made and actions taken</p> |

## Unit amplification

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### **AC1.1: Explain how customers form expectations of the service they will receive**

- *Customer expectations:* what is expected from the organisation to include; quality, price, service, products and/or services
- *How expectations are formed:* through perceived reputation of the organisation; existing advertising, including brochures, leaflets, special offers, price, previous experience of the product/service, the opinions of friends, direct dealings with the company

### **AC1.2: Explain legislation, organisational policies and procedures that can limit or vary the service offer**

- *Legislation:* different pieces of legislation will be applicable to different organisations. Learners need to apply the legislation specific to their organisation to meet this AC. However, some legislation common to most organisations which offer customer service include: *Competition Act 1998; Consumer Credit Act 1974; The Consumer Protection from Unfair Trading Regulations 2008; The Unfair Terms in Consumer Contracts Regulations 1999*
- *Organisational policies and procedures:* the knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.

### **AC1.3: Explain the types of actions that customer are likely to perceive as adding value**

- *Added value:* offering additional products or services to extend or complement the use of the product purchased or service obtained with very little or no additional cost
- *Type of actions to add value:* including putting on special offers e.g. buy one, get one free (BOGOF), going the extra mile, being customer focused, being attentive towards customers, good product knowledge, free delivery, extended guarantee, extended refund or exchange policy, follow up calls

### **AC1.4: Explain how to recognise when actions taken to offer added value could be built into the service offer**

- *When to build added value into the service offer:* when customer need has been identified through customer surveys, customer comments, to attract new customers, customer thinking about switching to competitor, to retain loyal customers



## Information for tutors

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### Suggested resources

#### Books

Heppell M – *Five Star Service: How to Deliver Exceptional Customer Service* (Pearson Education, 2010) ISBN 978023734383

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

Nash S and Nash D – *Exceeding Customer Expectations; find out what your customers want and give them even more* (Pathways, 2000) ISBN 9781857035643

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – provides best practice customer service case studies.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, downloadable resources and guidance notes are available.

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge-based and should be assessed using evidence that will confirm the knowledge of the learner, such as question and answers (Q&A) or professional discussions. For example, a professional discussion with the learner following an interaction with a customer, to determine whether the learner has understood the customer's expectations of the service received. Learners could also explain the types of actions customers are likely to perceive as adding value to the service and how this can be built into the service offer (AC2.3).

Learning outcome 2 is competency based and the methods of assessment undertaken must allow the learner to demonstrate their competence through naturally occurring evidence in the work place. A primary assessment method could be direct observation of the learner explaining the service offer to a customer where differences have been identified between the customer's expectations and their needs, then making an offer leading to exceeding the customer expectations without affecting other customers adversely. This observation could be supported with product evidence, such as a record of an offer made to a customer generated by the learner. A witness testimony from a line manager could be used to confirm that the learner has undertaken this activity with the customer within the limits of their authority.

It is good practice to combine the assessment of learning outcomes 1 and 2 through holistic assessment. An example of how this could be achieved would be through a direct observation of the learner making an offer to a customer that exceeds their expectations to meet some or all of the assessment criteria in learning outcome 2, followed by questioning that is related to the tasks within the direct observation and the assessment criteria in learning outcome 1.

# **Unit 13:** **Deliver Customer Service whilst Working on Customers' Premises**

**Unit reference number:** T/506/2143

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 20

**Unit type:** Competence

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## **Unit summary**

This unit is all about providing service to customers on their own premises. It is important that you understand how to deliver excellent customer service in the customers' homes, to ensure that the customers' needs and expectations have been met.

This unit will help you to understand the importance of preparation and using appropriate behaviour in line with organisational standards whilst working at your customers' premises. As well as being technically competent, you must be polite and communicate positively with customers in relation to the organisation's products and services, as well as keeping customers informed at all times about the progress of the work being carried out. It is important that you respect customers' properties while maintaining your own security and safety.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Understand how to deliver customer service whilst working on customers' premises</p> | <p>1.1 Describe the preparations that need to be made prior to a visit</p> <p>1.2 Explain the importance of being positive about the product and/or service</p> <p>1.3 Explain organisational standards of presentation, behaviour and communication</p> <p>1.4 Explain the purpose of advising customers why work cannot be carried out that has not been previously agreed</p> <p>1.5 Explain how to identify possible risks relating to the work to be carried out</p> <p>1.6 Explain the way in which legislation affects the work to be carried out</p>   |
| <p>2 Be able to deliver customer service whilst working on customers' premises</p>        | <p>2.1 Identify themselves to customers</p> <p>2.2 Take action to ensure that customers know when, why and for how long work will be carried out on their premises</p> <p>2.3 Confirm with customers the nature of work to be carried out on their premises</p> <p>2.4 Keep customers informed of progress, delays, variations to work to be carried out and follow up needed</p> <p>2.5 Treat customers, their premises and property with consideration</p> <p>2.6 Confirm that the customer is satisfied with the outcome</p> <p>2.7 Maintain their own personal safety and security and that of customers whilst on customers' premises</p> |

## Unit amplification

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### **AC1.1: Describe the preparations that need to be made prior to a visit**

- *Preparations:* health and safety requirements, e.g. protective clothing; location of premises; specific customer requirements, e.g. contract information, customer needs; resources and equipment

### **AC1.2: Explain the importance of being positive about the product and/or service**

- *Importance:* e.g. to ensure good customer service is maintained, to manage customer expectations, to retain custom and secure repeat business
- *Being positive:* e.g. demonstrating confidence in the product or service, outlining the benefits of the product or service, approving the customer's choice

### **AC1.3: Explain organisational standards of presentation, behaviour and communication**

- *Content for this assessment criterion should be based on the standards of presentation, behaviour and communication of the learner's organisation*
- *Personal behaviour could include:* being polite, confident, showing respect for personal space and possessions, using positive body language, having a positive attitude, respect for confidentiality, dependability, tolerance, professional approach
- *Personal presentation could include:* well groomed, dressed according to organisation's standards, good personal hygiene
- *Communication standards could include:* professional manner, respectful language, friendly, listening to the customer, speaking clearly and concisely

### **AC1.4: Explain the purpose of advising customers why work cannot be carried out that has not been previously agreed**

- *Previously agreed work:* e.g. the terms and conditions of any contract, price, amount of work to be undertaken, time-scales
- *Purpose:* to avoid customer dissatisfaction, e.g. disputes, complaints, rejection; to manage customer expectations; ensure contractual obligations are met

**AC1.5: Explain how to identify possible risks relating to the work to be carried out**

- *Identifying risks:* e.g. risk assessment, monitoring progress of work, skills assessment of staff
- *Risks relating to work:* e.g. going over budget, invalidating any warranties through misuse of equipment or not following manufacturer's instructions, health and safety being compromised

**AC1.6: Explain the way in which legislation affects the work to be carried out**

- *Legislation:* Health & Safety at Work Act 1974 (employer and employee responsibilities); Equality Act 2010 (discrimination, harassment, victimisation, equality of opportunity) Data Protection Act 1998
- *Effect on work to be carried out:* staff resources, e.g. number of persons required to do a job, qualifications of individuals; correct equipment, e.g. protective clothing, lifting equipment; delays due to health and safety requirements not in place, pieces of equipment not tested; implementing systems and procedures, e.g. risk assessment, procedures to securely record customer information, equality and diversity policy

## Information for tutors

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### Suggested resources

#### Books

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

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

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want - and give them even more* (Pathways, 2000) ISBN 9781857035643

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – provides customer service best practice case studies.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – The Institute of Customer Service is the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, downloadable resources and guidance notes are available.

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge-based and should be assessed using evidence that will confirm the knowledge of the learner, such as questioning or discussion. This could be achieved following professional discussion with the line manager or assessor on preparation that needs to be undertaken prior to visiting a customer's premises and what risks there may be relating to the work to be carried out. This could also be linked to the assessment of the learner with learning outcome 2 where the line manager or assessor could lead a discussion on how the learner will meet the organisational standards of presentation, behaviour and communication. Further questioning of the learner on the importance of being positive about the products or services and the importance of advising customers why work that has not been previously agreed cannot be carried out, would be appropriate.

Learning outcome 2 is competency-based and should be assessed using evidence that will confirm the competence of the learner, such as direct observation of the learner delivering customer service at their customer's premises where they are given the opportunity to keep their customer informed on action to be taken and progress made. Product evidence such as emails or letters informing the customer of delays or variations to the work to be carried out could also be included. Additional evidence to support the direct observation and/or product evidence could be a learner statement or witness testimony where the learner can explain how they know that their customer is satisfied with the outcome of the service and that they have adhered to organisational and legislative standards.

It is good practice to combine the assessment of learning outcomes 1 and 2 through holistic assessment. An example of how this could be achieved would be through a direct observation of the learner working on a customer's premises to meet some or all of the assessment criteria in learning outcome 2, followed by questioning that is related to the tasks within the direct observation and the assessment criteria in learning outcome 1.



# **Unit 14:** **Carry out Customer Service Handovers**

**Unit reference number:** T/506/2157

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 15

**Unit type:** Competence

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## **Unit summary**

In the customer service role, it is essential that you carry out customer handovers smoothly and efficiently to ensure continuity of customer service for customers. You must be able to recognise situations when you are unable to see actions through and pass on responsibility to a colleague. In addition, you need to know how to check that, when responsibility is passed on, the actions are seen through.

In this unit, you will develop your knowledge of the customer service handover process through examining an organisation's procedures and understanding why and when it is appropriate to pass on responsibility. You will also have the opportunity to demonstrate your skills of the customer service handover process through real work activities carried out in the workplace.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Understand the customer service handover process</p> | <p>1.1 Explain an organisation's customer service handover procedures</p> <p>1.2 Explain why it is appropriate to pass responsibility for completing particular customer service actions to colleagues</p> <p>1.3 Explain why, when and how to set reminders to follow up on actions handed over to others</p> <p>1.4 Explain levels of their own responsibility in the customer service handover process</p>                                    |
| <p>2 Be able to plan customer service handovers</p>       | <p>2.1 Identify the steps in the customer service delivery process that rely on exchanges of information among team members</p> <p>2.2 Agree with colleagues when to pass customer service issues from one person to another</p> <p>2.3 Agree methods of information exchange</p>  |
| <p>3 Be able to carry out customer service handovers</p>  | <p>3.1 Explain to customers to whom and why a handover is being made</p> <p>3.2 Exchange information with colleagues in line with organisational procedures</p> <p>3.3 Check that actions required by others following handovers have been completed</p> <p>3.4 Identify further actions when the activities required by others have not been completed</p> <p>3.5 Share feedback with colleagues to make improvements to handover processes</p> |

## Unit amplification

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### **AC1.1: Explain an organisation's customer service handover procedures**

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Handover procedures:* e.g. two-way communications, supporting notes, availability of supporting resources, allocated time to deliver handover, structured handover delivery

### **AC1.2: Explain why it is appropriate to pass responsibility for completing particular customer service actions to colleagues**

- *Reasons for passing responsibility:* e.g. ensure consistency in service delivery, compliance with organisational procedures and legislation, support seamless service delivery, outside limit of responsibility or authority

### **AC1.3: Explain why, when and how to set reminders to follow up on actions handed over to others**

- *Reasons for setting reminders:* e.g. to ensure successful completion of a task, to meet customer expectations, to avoid customer complaints, to ensure all staff are aware of what needs to be done, to allow sufficient time for completion of a task
- *Ways of setting reminders:* e.g. using a manual diary, management information system (MIS), outlook or other email-based diary systems
- *When to set reminders:* at the point the handover is made

### **AC1.4: Explain levels of their own responsibility in the customer service handover process**

- *The knowledge to meet this AC depends on the learner's own job role and responsibility. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Responsibility:* depends on team structure, job description, organisational procedures and processes

## Information for tutors

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### Suggested resources

#### Books

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

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

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want - and give them even more* (Pathways, 2000) ISBN 9781857035643

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – provides customer service best practice case studies

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the Institute of Customer Service is the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, downloadable resources and guidance notes are available.

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge-based and should be assessed using evidence that will confirm the knowledge of the learner, such as questioning or discussion. This could be achieved holistically through questioning the learner about a customer handover they have carried out, the evidence of which can also be used for learning outcome 3.

Learning outcomes 2 and 3 are competency-based and should be assessed using evidence that will confirm the competence of the learner. For example, direct observation of the learner identifying what is required and then undertaking a customer handover using the company procedures, whilst working with colleagues to ensure any issues are dealt with efficiently, could be used. (AC2.1, AC2.2, AC2.3 AC3.1, AC3.2, AC3.3). Product evidence such as diary pages, emails or written notes from colleagues could be used to supplement the direct observation and confirm competence. The learner could discuss with the assessor how they have identified any further actions that may be required due to others involved in the process not completing their job to cover AC3.4. They could then go on to give an example of when they have shared feedback with colleagues to make improvements to the handover process to ensure the whole of learning outcomes 2 and 3 are met. Witness testimonies from a line manager and reflective accounts of when the learner has demonstrated these skills should also be included.

It is good practice to combine the assessment of learning outcomes 1, 2 and 3 through holistic assessment. An example of how this could be achieved would be through a direct observation of the learner planning and undertaking a customer service handover that will meet some or all of the assessment criteria in learning outcomes 2 and 3. This could be supplemented by questioning or discussion that is related to the tasks within the direct observation and the assessment criteria in learning outcome 1.

# **Unit 15: Resolve Customer Service Problems**

**Unit reference number: A/506/2158**

**QCF level: 2**

**Credit value: 5**

**Guided learning hours: 22**

**Unit type: Competence**

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## **Unit summary**

Being able to resolve customer service problems is an important part of any customer service role. It is important that it is carried out correctly and effectively in order to provide customer satisfaction, to meet the needs and expectations of the customer, and to present a favourable image of the organisation.

In this unit, you will learn about the different types of customer service problems that can arise, how they can make customers agitated or angry and how to resolve them. You will gain an understanding of why organisations have customer service and complaints procedures. You will also learn how to communicate with customers and resolve their customer service problems. This will involve knowing how to keep customers informed of progress and working with others to help improve the resolution of customer service problems. You will learn how to manage unresolved customer service problems and to be aware of who can help customers if problems.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria  |
|--|--|
| 1 Understand the resolution of customer service problems | 1.1 Describe an organisation's customer service and complaints procedures<br>1.2 Describe techniques to identify customer service problems and their causes<br>1.3 Describe techniques to deal with situations where customers become agitated or angry<br>1.4 Explain the limits of their own authority for resolving customers' problems and making promises<br>1.5 Explain the purpose of encouraging customers to provide feedback<br>1.6 Describe methods used to encourage customers to provide feedback |

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>2 Be able to resolve customer service problems</p>           | <p>2.1 Identify the nature and cause of customer service problems</p> <p>2.2 Identify workable options for resolving problems within organisational guidelines</p> <p>2.3 Use the most appropriate method of communication for dealing with customers</p> <p>2.4 Agree with customers the option that best meets their needs and those of the organisation</p> <p>2.5 Keep customers informed of progress</p> <p>2.6 Fulfil promises made to customers during the resolution process</p> <p>2.7 Share customer feedback with others to improve the resolution of customer service problems</p> <p>2.8 Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems</p> |
| <p>3 Be able to manage unresolved customer service problems</p> | <p>3.1 Explain to customers the reasons why problems cannot be resolved</p> <p>3.2 Refer customers to other sources of help if their problems cannot be resolved</p>  |



## Unit amplification

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### **AC1.1: Describe an organisation's customer service and complaints procedures**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Features of complaints procedure: formalised process; escalation points; roles and responsibilities; limits of authority*

### **AC1.2: Describe techniques to identify customer service problems and their causes**

- *Techniques to identify customer service problems and their causes: feedback, e.g. customer; staff and systems; auditing; customer surveys, complaints*

### **AC1.3: Describe techniques to deal with situations where customers become agitated or angry**

- *Techniques to deal with situations where customers become agitated/angry: stay calm; active listening; questioning techniques; assertiveness; empathy; conflict resolution techniques, e.g. compromising, accommodating*

### **AC1.4: Explain the limits of their own authority for resolving customers' problems and making promises**

- *Limits of own authority: based on limits of job role (job description), organisational procedures, organisation's lines of authority and responsibility*

### **AC1.5: Explain the purpose of encouraging customers to provide feedback**

- *Purpose: to enable the organisation to understand customer perception of problems; customer service and customer expectations; to enable identification of customer improvements; to build a more loyal customer base; to enable the customer to feel valued and listened to; to understand how effective customer service is within the organisation*

### **AC1.6: Describe methods used to encourage customers to provide feedback**

- *Methods used: surveys, e.g. post-transaction feedback survey, online, paper-based; feedback boxes; suggestion boxes; emails/letters; analysis, e.g. audit results of complaints*

## Information for tutors

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### Suggested resources

#### Books

Leland K and Bailey K – *Customer Service for Dummies*, 3rd Edition (Wiley Publishing Inc., 2011) ISBN 978047176892

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 9780071315920

#### Websites

[www.businessballs.com](http://www.businessballs.com) – management website containing useful information on customer service problems

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – Institute of Customer Service website, has an excellent glossary of customer service terms

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Observation is a primary source of evidence for learning outcomes 2 and 3. The evidence can come from a record of learners being observed resolving problems for customers. The observation can be carried out unobtrusively by the assessor, using oral questioning to support the knowledge underlying the performance being undertaken and to meet some of the knowledge outcomes in learning outcome 1. It is expected that learners will come from a wide variety of workplaces and will be solving problems for different types of customers.

Product evidence, for example responses from the learner to organisational complaint documents, emails and letters seen during an observed performance or separately from observed performance, must be evaluated and commented on by the assessor. Witness testimony is also a suitable assessment method for the less observable assessment criteria (for example AC2.7 and AC2.8) within the unit and can be used to corroborate the competence of the learner.

Professional discussion and questioning are suitable and appropriate assessment methods for learning outcome 1. However, learners may be more comfortable writing a statement to demonstrate their knowledge level for learning outcome 1 and this is also acceptable.

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

# **Unit 16:** **Deliver Customer Service to Challenging Customers**

**Unit reference number:** F/506/2159

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 16

**Unit type:** Competence

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## **Unit summary**

Delivering customer service to challenging customers is part of many customer service roles. It is important that it is done effectively in order to provide customer satisfaction, meet the needs and expectations of the customer and present a positive image of the organisation.

In this unit you will learn how to deliver customer service to challenging customers by understanding the different types of challenging customers in the customer service environment and being able to explain organisation procedures and standards for how to behave when dealing with challenging situations. You will also understand different behaviours that make it challenging to deal with customers and know the difference between aggressive and assertive behaviour. You will know techniques for dealing with challenging behaviour and also how to agree actions that may be out of the service offer, but within your limits of authority. Finally, you will know why it is important to keep colleagues informed when challenging customers want their situation escalated.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria  |
|--|--|
| 1 Understand the delivery of customer service to challenging customers | <ul style="list-style-type: none"><li>1.1 Describe different types of challenging customers in the customer service environment</li><li>1.2 Explain an organisation's procedures and standards of behaviour for dealing with challenging customers</li><li>1.3 Explain behaviours that make it challenging to deal with customers</li><li>1.4 Explain the difference between assertive and aggressive behaviour</li><li>1.5 Describe techniques to deal with customers' challenging behaviour</li><li>1.6 Explain their own levels of authority for agreeing actions outside the service offer</li><li>1.7 Explain why it is important that colleagues are informed when challenging customers re-open or escalate matters</li></ul> |

| Learning outcomes                                   | Assessment criteria   |
|---|---|
| <p>2 Be able to deal with challenging customers</p> | <p>2.1 Identify the signs that indicate that a customer is challenging</p> <p>2.2 Express understanding of customers' point of view without admitting liability</p> <p>2.3 Explain to customers the limits of the service they can offer</p> <p>2.4 Explain to customers the reasons for an organisation's position and policy</p> <p>2.5 Agree a way forward that balances customer satisfaction and organisational needs</p> <p>2.6 Obtain help from colleagues when options for action are beyond their level of authority</p> <p>2.7 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with challenging customers</p> |

## Unit amplification

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### **AC1.1: Describe different types of challenging customers in the customer service environment**

- *Different types of challenging customers:* e.g. customers with language or cultural needs, impatient customers, dissatisfied customers, indecisive customers, overly assertive/intimidating customers, customers with special needs (visual impairment, hearing impaired customers), talkative customers

### **AC1.2: Explain an organisation's procedures and standards of behaviour for dealing with challenging customers**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Procedures and standard of behaviours could include:* staying calm and polite; listening carefully; empathising with how the visitor is feeling; apologising sincerely for problems; offering solutions but not overpromising; using questioning techniques; seeking help from a colleague; using escalation procedures

### **AC1.3: Explain behaviours that make it challenging to deal with customers**

- *Challenging behaviour from customers:* e.g. arguing with staff, questioning staff competence, demanding impossible solutions, not accepting limitations and procedures, making inappropriate personal comments; angry behaviours

### **AC1.4: Explain the difference between assertive and aggressive behaviour**

- *Assertive behaviour:* definition (to act in ones best interest, stand up for oneself, maintaining relationships); verbal and nonverbal assertive behaviours; bill of assertive rights
- *Aggressive behaviour:* definition (forcing own point of view onto others, violating the rights of other people); emotions and behaviours, e.g. anger, aggressive body language, threatening behaviours; passive aggressive behaviours, e.g. sarcasm, resentful, obstructive

**AC1.5: Describe techniques to deal with customers' challenging behaviour**

- *Techniques include:* appreciate the customers' stance and adjust your frame of mind to be able to help the customer in a positive sense; build a rapport and empathise; change the environment e.g. moving chairs, moving to a quieter/more peaceful location to calm the situation; defuse the emotion; ask open questions; focus on the outcome wanted; develop and agree a solution; highlight and agree the next steps with the customer

**AC1.6: Explain their own levels of authority for agreeing actions outside the service offer**

- *The knowledge to meet this AC depends on the learner's role in their particular organisational context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Levels of authority:* job role remit; lines of authority and responsibility in organisation
- *Organisational Procedures:* discretionary actions allowed

**AC1.7: Explain why it is important that colleagues are informed when challenging customers re-open or escalate matters**

- *Importance of informing colleagues:* e.g. enables a full picture to be given and any actions agreed and taken so far with the customer; helps to maintain organisation's reputation with customers; supports organisational procedures for dealing with customers; helps to retain customer base and keep customers loyal; enables managers to be kept fully informed and enables effective decision making in relation to escalation



## Information for tutors

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### Suggested resource

#### Book

Harris E K – *Customer Service: A Practical Approach*, 6th Edition  
(Pearson Publishing, 2012) ISBN 9780132742399

#### Assessment

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

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

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

#### Unit assessment requirements

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

#### Unit assessment guidance

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

The primary source of evidence for demonstrating achievement of this unit is direct observation of the learner delivering customer service to challenging customers. The customers may be internal or external and learners must be directly communicating with these customers, whether by telephone, face-to-face or email.

Evidence from direct observation could be supported by examining work products such as emails sent to customers and file notes. This provides further evidence to meet the requirements, for example AC2.2 – AC2.7. Witness testimony could also be used to strengthen and support the evidence collected from direct observations, particularly against AC2.6.

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

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

# **Unit 17:** **Develop Customer Relationships**

**Unit reference number:** Y/506/2149

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 18

**Unit type** **Competence**

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## **Unit summary**

Developing customer relationships is a vital part of any customer service role. It is important that it is carried out positively and professionally in order to meet the needs and expectations of the customer, to gain customer loyalty and to present a positive image of the organisation.

In this unit you will learn how to develop customer relationships by learning about relationship management systems and processes in place that help you to meet customer expectations over time. You will gain understanding of what customer loyalty and retention are, and their value to an organisation. Finally, you will find out what you can and cannot offer customers within the limits of your own authority.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Understand how to develop customer relationships</p> | <p>1.1 Describe the importance of developing relationships with customers</p> <p>1.2 Explain the value of customer loyalty and retention</p> <p>1.3 Explain how customers' expectations may change over time</p> <p>1.4 Explain the use of customer feedback as a means of developing customer relationships</p> <p>1.5 Explain the limits of their own authority to make alternative service offers to customers</p> <p>1.6 Describe the use of Customer Relationship Management systems and processes to meet customers' expectations</p> <p>1.7 Explain the importance of regular communication in the development of both internal and external customer relationships</p> |
| <p>2 Be able to develop relationships with customers</p>  | <p>2.1 Give help and information that meets or exceeds customers' expectations</p> <p>2.2 Identify new ways of helping customers based on their feedback</p> <p>2.3 Share feedback from customers with others</p> <p>2.4 Identify added value that the organisation could offer customers</p> <p>2.5 Bring to customers' attention products or services that may interest them</p>   |

## Unit amplification

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### **AC1.1: Describe the importance of developing relationships with customers**

- *Importance:* e.g. customer loyalty, customer retention, increased revenue, customer satisfaction

### **AC1.2: Explain the value of customer loyalty and retention**

- *Customer loyalty and customer retention:* definitions; impact of customer loyalty on customer retention
- *Value of customer loyalty and retention:* e.g. reduced costs, repeat business, increased profit, reduced risk, improved reputation

### **AC1.3: Explain how customers' expectations may change over time**

- *Change in customer expectations:* explicit, e.g. mental targets for a product's performance, implicit, e.g. comparison of an organisation's products/services against other organisations' products/services, situational expectations, interpersonal expectations, evolution of product/services over time

### **AC1.4: Explain the use of customer feedback as a means of developing customer relationships**

- *Use of customer feedback:* service improvement, e.g. identify service strengths that can be built on and applied widely, identify areas for improvement, identify ways of improving; staffing, e.g. aids staff morale, staff development; encourages innovation

### **AC1.5: Explain the limits of their own authority to make alternative service offers to customers**

- *Limits of own authority:* authority within the organisation to enable the decision-making process; relevant knowledge to be able to make an alternative service offer

### **AC1.6: Describe the use of Customer Relationship Management systems and processes to meet customers' expectations**

- *Customer Relationship Management system (CRM):* definition; management of customer facing activities
- *Use of CRM systems and processes:* shifts the focus from product to customer; streamlines offers to what the customer requires; helps to reduce staff stress; aids the buying and selling process; helps with organisational cultural change

**AC1.7: Explain the importance of regular communication in the development of both internal and external customer relationships**

- *Importance of regular communication:*
  - o *Internal customer relationship:* e.g. keeps staff up to date, allows for a seamless customer service relationship, shared ownership, empowers staff to develop positive customer relationships
  - o *External customer relationship:* e.g. open and honest communication, enhances feelings of loyalty and value

## Information for tutors

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### Suggested resources

#### Books

Harris E K – *Customer Service: A Practical Approach*, 5th Edition (Prentice Hall, 2009) ISBN 9780135109311

Leland K and Bailey K – *Customer Service for Dummies*, 3rd Edition (Wiley Publishing Inc., 2011) ISBN 9780471768692

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 9780071277501

#### Websites

[www.businessballs.com](http://www.businessballs.com) – Business Balls, information on management and customer relationship management

[www.simplybusiness.co.uk](http://www.simplybusiness.co.uk) – Simply Business, information on customer retention and loyalty

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Observation is the main source of evidence for this unit. The evidence can come from observations of the learner interacting with internal and external customers. Alternatively, a professional discussion could be held with the learner to discuss different situations where they have developed relationships with customers. This could be supported with a witness testimony from a team leader or a colleague, which could be used to corroborate the competence of the learner.

Product evidence, for example emails, letters, promotional materials produced by the learner in order to develop customer relationships, seen during an observed performance or professional discussion, must be evaluated and commented on by the assessor. Professional discussion and questioning are suitable and appropriate assessment methods to confirm the knowledge of the learner for learning outcome 1. However, to demonstrate their knowledge level for learning outcome 1 (ACs 1.1 to 1.7) learners may be more comfortable with writing a statement, this is acceptable as long as the learners' responses are at the appropriate breadth and depth to meet the level of demand of the knowledge ACs. For example, AC1.2 asks for an explanation of the value of customer loyalty and retention, so definitions or descriptions of customer loyalty and retention would not meet the AC sufficiently. Learners need to show that they understand the importance of customer loyalty and customer retention and the effect on the organisation.

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



# **Unit 18: Support Customer Service Improvements**

**Unit reference number: T/506/2160**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 12**

**Unit Type: Competence**

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## **Unit summary**

As customers' expectations of customer service rise, it is important that those working in the customer service sector are aware of this and make changes to improve their service to meet these expectations.

As a customer service assistant, it is part of your role to support the changes implemented by your organisation. This unit will give you the knowledge you need to be able to support customer service improvements. You will be required to complete the unit in a real working environment. You will need to be able to identify potential improvements within the limits of your authority, and work with colleagues to support customer service improvements and present them positively to your customers.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1.1 Understand how to support customer service improvements                 | 1.1 Describe different sources of information that may help identify ways of improving customer service<br><br>1.2 Describe the constraints on suggesting improvements to customer service<br><br>1.3 Explain the limits of their own authority in implementing improvements                        |
| 2 Be able to identify the potential for improvements to customer service    | 2.1 Use information from a range of sources to understand the customer experience<br><br>2.2 Identify potential areas where customer service could be improved from an analysis of information<br><br>2.3 Make recommendations for improvement that are based on evidence from analysed information |
| 3 Be able to support the implementation of improvements to customer service | 3.1 Implement agreed improvements within the limits of their own authority<br><br>3.2 Inform customers of improvements to customer service<br><br>3.3 Identify the impact of improvements to customer service and feedback to relevant people   |

## Unit amplification

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**AC1.1: Describe different sources of information that may help identify ways of improving customer service**

- *Sources of information:* to include customer feedback, staff suggestion box
- *Ways of improving customer service:* e.g. acting positively on feedback from customers, adapting service offer, staff training, changes to procedures

**AC1.2: Describe the constraints on suggesting improvements to customer service**

- *Constraints:* to include costs, staff resources, differing customer and staff perceptions, time, legislation and regulations

**AC1.3: Explain the limits of their own authority in implementing improvements**

- *Limits of own authority:* level of responsibility within organisation, product knowledge, level of expertise, experience or knowledge of the procedure

## Information for tutors

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### Suggested resources

#### Books

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

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

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – includes best practice case studies

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the independent, professional membership of customer service. It includes a resources section with a glossary of terms, downloadable resources and guidance notes.

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge-based and should be assessed using evidence that will confirm the knowledge of the learner, such as asking the learner which sources of information they would use to identify ways to improve customer service. A professional discussion would also be a suitable way for the learner to explain the limits of their own authority in implementing improvements. A reflective account would be a suitable piece of evidence for the assessment of AC1.3, where the learner could show their understanding and indicate how this affects their current work practice or past experience.

Learning outcomes 2 and 3 are competency-based and their methods of assessment must allow the learner to demonstrate their competence through naturally occurring evidence in the workplace, such as direct observation of the learner identifying possible improvements and supporting their implementation. This could be achieved by the learner using information from a range of sources (AC2.1) whilst they are being observed and then identifying potential areas where the service could be improved (AC2.2), before making recommendations to their organisation (AC2.3). Product evidence such as emails confirming the learner's involvement could be used to supplement the observation. A witness statement could be obtained from the learner's line manager to confirm that they had implemented the improvements that they had recommended (AC3.1), informed the customers of these improvements (AC3.2) and then given further feedback to their organisation on the impact of these improvements on customer service (AC3.3).

It is good practice to combine the assessment of learning outcomes 1, 2 and 3 through holistic assessment. This could be achieved through directly observing the learner while they identify and support the implementation of improvements (to meet some or all of the assessment criteria in learning outcomes 2 and 3), and questioning them while they complete the tasks within learning outcome 1.

# **Unit 19: Support Customers through Real-time Online Customer Service**

**Unit reference number: A/506/2161**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 15**

**Unit type: Competence**

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## **Unit summary**

Online systems are offered by organisations to enhance their service offer to customers. In order for customers to receive a positive experience it is essential that they are able to obtain support at the time they are using the online system.

This unit is for learners whose job involves helping customers to find their way through on-line systems. It will help you to understand how to support customers through knowing how to use your own organisation's online systems. You will be able to understand what the customer is trying to achieve, how the system allows for that and what point they have reached in terms of finding the right route. You will also learn about questioning techniques and communication styles so that you will be able to help customers to understand and use your organisation's on-line system.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>1 Understand how to support customers through real-time online customer service</p> | <p>1.1 Explain how an organisation's online customer service system works</p> <p>1.2 Explain how to navigate their own customer service site</p> <p>1.3 Describe the questioning techniques that may be used when supporting customers through real-time on-line customer services</p> <p>1.4 Explain how to adapt their own communication style to meet customers' ability to use online systems</p> |
| <p>2 Be able to establish the customer service support needed by customers</p>         | <p>2.1 Identify customers' familiarity with the site</p> <p>2.2 Identify the difficulties faced by customers when navigating websites</p> <p>2.3 Identify the support for customers that will meet their needs</p>  |
| <p>3 Be able to support online customer service in real-time</p>                       | <p>3.1 Step through screen sequences while the customer operates the system</p> <p>3.2 Communicate with customers in terms they can understand</p> <p>3.3 Inform customers of what is happening and why certain steps are required</p> <p>3.4 Adhere to organisational policies and procedures, legal and ethical requirements when supporting customers through on-line customer service</p>         |

## Unit amplification

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### **AC1.1: Explain how an organisation's online customer service system works**

- *The knowledge to meet this AC depends on the particular organisational systems and services. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Types of online customer service systems: live chat/help, knowledge base (Frequently Asked Questions), video chat, click to call*

### **AC1.2: Explain how to navigate their own customer service site**

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Website navigation: styles, e.g. text links, breadcrumbs, navigation bar, sitemap, drop down menus*

### **AC1.3: Describe the questioning techniques that may be used when supporting customers through real-time on-line customer services**

- *Questioning techniques: open, closed, probing, funnel, leading*
- *Real-time online support: supporting the customer at the actual time they are seeking help, with an immediate response*

### **AC1.4: Explain how to adapt their own communication style to meet customers' ability to use online systems**

- *Communications style: e.g. friendly, formal, informal, in line with organisational standards and procedures; adapting style, e.g. mirroring customer communication style, based on customer needs/requirements, cultural and language differences*



## Information for tutors

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### Suggested resources

#### Books

Collier M – *The Ultimate Online Customer Service Guide: How to Connect with your Customers to Sell More!* (John Wiley & Sons, 2011), ISBN 9780470637708

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

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

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want - and give them even more* (Pathways, 2000) ISBN 9781857035643

O'Ciosog M – *Contact Centre CXM: Customer Service Today and Tomorrow*, 1st Edition (CreateSpace Independent Publishing Platform, 2013) ISBN 9781492267256

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – provides customer service best practice case studies

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, down-loadable resources and guidance notes are available.

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge-based and should be assessed using evidence that will confirm the knowledge of the learner, such as questioning or discussion. This could be achieved holistically through questioning the learner about a customer handover they have carried out, the evidence of which can also be used for Learning outcome 3.

Learning outcomes 2 and 3 are competency-based and should be assessed using evidence that will confirm the competence of the learner. For example, direct observation of the learner identifying what is required and then undertaking a customer handover using the company procedures, whilst working with colleagues to ensure any issues are dealt with efficiently, could be used. (AC2.1, AC2.2, AC2.3 AC3.1, AC3.2, AC3.3). Product evidence such as diary pages, emails or written notes from colleagues could be used to supplement the direct observation and confirm competence. The learner could discuss with the assessor how they have identified any further actions that may be required due to others involved in the process not completing their job to cover AC3.4. They could then go on to give an example of when they have shared feedback with colleagues to make improvements to the handover process. To ensure the whole of learning outcomes 2 and 3 are met, witness testimonies from a line manager and reflective accounts of when the learner has demonstrated these skills should also be included.

It is good practice to combine the assessment of learning outcomes 1, 2 and 3 through holistic assessment. An example of how this could be achieved would be through a direct observation of the learner planning and undertaking a customer service handover that will meet some or all of the assessment criteria in learning outcomes 2 and 3, followed by questioning or discussion that is related to the tasks within the direct observation and the assessment criteria in learning outcome 1.

# **Unit 20: Use Social Media to Deliver Customer Service**

**Unit reference number: J/506/2163**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 18**

**Unit type: Competence**

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## **Unit summary**

Social media is used universally by organisations as a platform to communicate business-related information. As more organisations use social media to connect with their customers, there is a requirement for customer service assistants to gain knowledge in this area.

This unit is ideal if you are working in an organisation that uses social media as part of the customer service strategy. You will look at social media in a business environment to understand how it is used in customer service. You will also be required to demonstrate your skills in dealing with customers using social media by using your organisation's systems to communicate with your customers.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>1 Understand social media in a business environment</p> | <p>1.1 Explain how different social media platforms can be used for customer service</p> <p>1.2 Describe different audience groups for a range of social media platforms</p> <p>1.3 Explain the importance of monitoring customer posts in social media networks</p> <p>1.4 Explain organisational policy and guidelines for the use of social media for customer service purposes</p> <p>1.5 Explain the etiquette of communication within different social media platforms</p> <p>1.6 Explain the importance of security settings and how they are used on different social media platforms</p> <p>1.7 Identify the information that can be shared when colleagues are involved in exchanges using social media</p> |
| <p>2 Be able to deal with customers using social media</p> | <p>2.1 Monitor social media to identify customer questions, requests and comments</p> <p>2.2 Make responses that are appropriate to posts made by customers on social media networks</p> <p>2.3 Take action to ensure that customers are satisfied before closing dialogue</p> <p>2.4 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers using social media</p>   |

## Unit amplification

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### **AC1.1: Explain how different social media platforms can be used for customer service**

- *Social media platform:* definition (sharing or exchange of information; virtual communities and networks); types of social media platforms, e.g. Twitter, Facebook, LinkedIn, Google+, YouTube (these social media platforms are considered appropriate at the time of publication)
- *Use of social media in customer service:* customer relationship marketing, e.g. Facebook page to communicate information and share experiences; widen customer base, gain business, make new contacts; marketing and advertising, e.g. sending messages to customers about product launches; to add value to your service offer; market intelligence

### **AC1.2: Describe different audience groups for a range of social media platforms**

- *Different audience groups:* based on age, interest, needs, gender, location, hobbies, businesses that may use the organisation's services

### **AC1.3: Explain the importance of monitoring customer posts in social media networks**

- *Monitoring customer posts:* use of tools, e.g. Google Alerts, HootSuite, Trackur, Yext, Tweetbeep; use of a monitoring programme; have a team to manage posts and respond to customers according to SLA
- *Importance of monitoring customer posts:* to respond to customer queries; remove inappropriate posts, such as those using offensive language; manage brand reputation; to establish the level of customer service provided by the organisation; identify strengths and weaknesses in customer service; keep up to date with trends/customer preferences

### **AC1.4: Explain organisational policy and guidelines for the use of social media for customer service purposes**

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *General guidelines include:* follow organisational policies and procedures at all times; never disclose commercially sensitive or privacy marked information; comply with copyright rules; use disclaimers where appropriate; never discuss competitors, partners and customers without permission; maintain personal privacy

**AC1.5: Explain the etiquette of communication within different social media platforms**

- *Etiquette of communication:* type of language, e.g. appropriate, formal, informal; acceptable amount of time in replying to customer posts, e.g. SLA; appropriate use of media e.g. video, pictures, text

**AC1.6: Explain the importance of security settings and how they are used on different social media platforms**

- *Importance of security settings:* e.g. to ensure customer confidentiality, data protection of customers' personal details, avoid fraudulent use of customer information, minimise misuse of the social media platform
- *Security settings:* e.g. privacy settings, password, user name, ID number, email address, memorable data, customer personal security information

**AC1.7: Identify the information that can be shared when colleagues are involved in exchanges using social media**

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

## Information for tutors

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### Suggested resources

#### Books

Bailey K and Leland K – *Online Customer Service of Dummies*, (Wiley Publishing Inc., 2001) ISBN 978-0764553165

Collier M – *The Ultimate Online Customer Service Guide: How to Connect with your Customers to Sell More!* (John Wiley & Sons, 2011) ISBN 9780470637708

Heppell M – *Five Star Service: How to Deliver Exceptional Customer Service*, 2nd Edition (Pearson Education, 2010) ISBN 978-0273734383

Hill-Wilson M and Blunt C – *Delivering Effective Social Customer Service: How to Redefine the Way You Manage Customer Experience and Your Corporate Reputation*, 1st Edition (John Wiley & Sons, 2013) ISBN 9781118662670

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want - and give them even more* (Pathways, February 2000) ISBN 9781857035643

#### Websites

[www.callcentrehelper.com](http://www.callcentrehelper.com) – an online contact centre magazine covering topical subjects

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – provides customer service best practice case studies

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the Institute of Customer Service is the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, down-loadable resources and guidance notes are available

#### Assessment

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

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

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

## Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge based and should be assessed using appropriate methods such as questioning or professional discussion. For example, the assessor could ask the learner questions about the importance of monitoring customer posts for AC 1.3 after having observed them using a social media platform to respond to a customer's post.

Learning outcome 2 is competency based; therefore the learner should be assessed using evidence that will confirm competence, such as direct observation of the learner dealing with customers using social media. The record of the conversation can be used as evidence that the learner has dealt with the customer appropriately and using organisational procedures. Work products, witness testimony and reflective accounts can also complement any observations completed.

It is good practice to combine the assessment of learning outcomes 1 and 2 through holistic assessment, as shown in the examples above.

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



## **Unit 21: Resolve Customers' Complaints**

**Unit reference number: R/506/2151**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 22**

**Unit type: Competence**

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### **Unit summary**

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

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

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

You will be able to confirm the nature, cause and implications of customer complaints so that solutions can be found that meet customer and organisational requirements. You will learn about techniques used in negotiation and conflict management. You will then be able to use these techniques to agree on solutions with customers that address the complaint without going outside the limits of your authority, while adhering to organisational policies and procedures, and legal and ethical requirements.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1 Understand the monitoring and resolution of customers' complaints | <ul style="list-style-type: none"><li>1.1 Assess the suitability of a range of monitoring techniques for customers' complaints</li><li>1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery</li><li>1.3 Explain negotiating techniques used to resolve customers' complaints</li><li>1.4 Explain conflict management techniques used in dealing with upset customers</li><li>1.5 Explain organisational procedures for dealing with customer complaints</li><li>1.6 Explain when to escalate customers' complaints</li><li>1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint</li><li>1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services</li></ul> |

| Learning outcomes                                   | Assessment criteria  |
|---|--|
| <p>2 Be able to deal with customers' complaints</p> | <p>2.1 Confirm the nature, cause and implications of customers' complaints</p> <p>2.2 Take personal responsibility for dealing with complaints</p> <p>2.3 Communicate in a way that recognises customers' problems and understands their points of view</p> <p>2.4 Explain the advantages and limitations of different complaint response options to customers</p> <p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p> <p>2.6 Keep customers informed of progress</p> <p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority</p> <p>2.8 Record the outcome of the handling of complaints for future reference</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p> |

## Unit amplification

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

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

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

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

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

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

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

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

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

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

*General knowledge may include:*

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

**AC1.6: Explain when to escalate customers' complaints**

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

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

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

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

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

## Information for tutors

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### Suggested resources

#### Books

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

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

#### Websites

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the ICS website provides information and guidance on many aspects of customer service, including how to handle customer complaints

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

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

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

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

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

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

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

## **Unit 22: Gather, Analyse and Interpret Customer Feedback**

**Unit reference number: D/506/2170**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 24**

**Unit type: Competence**

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### **Unit summary**

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

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

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

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



## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>1 Understand how to gather, analyse and interpret customer feedback</p>              | <p>1.1 Describe methods of collecting data for customer research</p> <p>1.2 Explain random sampling techniques used to collect data</p> <p>1.3 Explain how to evaluate bias in non-random samples</p> <p>1.4 Explain the principles of questionnaire design</p> <p>1.5 Assess the suitability of a range of techniques to analyse customer feedback</p> <p>1.6 Explain techniques used to monitor the quality of data collected</p> <p>1.7 Explain the use of software to record and analyse customer feedback</p> <p>1.8 Explain the validation issues associated with customer feedback</p> <p>1.9 Explain the importance of anonymising comments from customers who do not wish to be identified</p> |
| <p>2 Be able to plan the collection of customer feedback on customer service issues</p> | <p>2.1 Identify the objectives of collecting customer feedback</p> <p>2.2 Justify the reasons for selecting different data collection methods</p> <p>2.3 Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe</p>   |

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

## Unit amplification

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

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

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

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

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

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

### **AC1.4: Explain the principles of questionnaire design**

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

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

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

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

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

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

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

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

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

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

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

## Information for tutors

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### Suggested resources

#### Books

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

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

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

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

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

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

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

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

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

# **Unit 23: Support Customers using Self-service Equipment**

**Unit reference number: H/506/2977**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 18**

**Unit type: Competence**

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## **Unit summary**

In organisations where customers use self-service equipment, some customers may need support in using the equipment, whereas others may not wish you to intervene. It is important that you are able to recognise what help and intervention is needed and to provide it in a way that pleases the customer and builds their confidence in the use of the equipment.

This unit is aimed at learners whose jobs involve helping and encouraging customers to operate self-service equipment in order to improve their customer experience.

This unit requires you to understand the self-service equipment that is offered to, and used by the customers in your organisation. You will follow instructions on the operation of the equipment and carry out tasks using the equipment in order to understand how the self-service equipment works in your organisation and identify the problems that your customers are likely to experience. You will also be required to help customers use your organisation's self-service equipment, once you have identified the help that they need.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>1 Understand how to support customers using self-service equipment</p>              | <p>1.1 Explain how the self-service equipment works</p> <p>1.2 Describe problems that are commonly encountered by customers when using self-service equipment</p> <p>1.3 Explain demonstration techniques to use when supporting customers using self-service equipment</p> <p>1.4 Explain organisational procedures for the use of equipment and fault-reporting</p>            |
| <p>2 Be able to identify the help needed by customers using self-service equipment</p> | <p>2.1 Identify signs that show when a customer is having difficulty with the self-service equipment</p> <p>2.2 Identify a style and level of intervention that meets customers' needs</p>   |
| <p>3 Be able to help customers to use self-service equipment</p>                       | <p>3.1 Maintain a professional, polite and approachable manner while monitoring customers' use of equipment</p> <p>3.2 Use staff override functions to enable self-service equipment to be used by customers</p> <p>3.3 Explain to customers how to use the equipment and complete the transaction</p> <p>3.4 Report equipment-related errors and issues to the right person</p> |



## Unit amplification

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### **AC1.1: Explain how the self-service equipment works**

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

### **AC1.2: Describe problems that are commonly encountered by customers when using self-service equipment**

- *Self-service equipment: e.g. self-service tills, petrol pumps, automatic payment points, cash machines, deposit points, ticket machines, automatic check in desks, entry systems, registration points*
- *Problems commonly encountered: lack of confidence in using the equipment, lack of understanding of how to use the equipment, reluctance to follow instructions, misinterpretation of instructions, fear of making a mistake*

### **AC1.3: Explain demonstration techniques to use when supporting customers using self-service equipment**

- *Demonstration techniques: oversee customer using equipment, show customer how to use equipment, use written instructions*
- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

### **AC1.3: Explain organisational procedures for the use of equipment and fault-reporting**

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

## Information for tutors

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### Suggested resources

#### Books

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

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

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want – and give them even more* (Pathways, 2000) ISBN 9781857035643

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – Customer Service Excellence, provides customer service best practice case studies.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – The Institute of Customer Service is the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, down-loadable resources and guidance notes are available.

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 focuses on the self-service equipment that is offered to the customers of the learner's organisation of which the learner needs to demonstrate their understanding. This could be achieved by the learner explaining to the assessor how they support their customers using self-service equipment using their own organisation's systems and procedures or providing written statements that confirm their knowledge and understanding of the equipment used.

Learning outcomes 2 and 3 are competency based; therefore, the learner should be assessed using evidence that will confirm competence. For example, to achieve AC2.1, AC2.2, AC3.1 and AC3.3 direct observation of the learner showing the customer how to use the equipment would be appropriate. The learner could show a professional and polite approach, after demonstrating that they have identified signs that show when a customer is having difficulty with the equipment and what style and level of intervention will meet their customer's needs. Product evidence, such as a faulty equipment report could be used to cover AC3.4 and a witness testimony from a line manager or learner statement could be used for AC3.2 to confirm that the learner has used 'staff override' when supporting a customer.

It is good practice to combine the assessment of learning outcomes 1, 2 and 3 through holistic assessment. An example of how this could be achieved would be through a direct observation of the learner helping the customer using their organisation's self-service equipment, after identifying the help required, that will meet some or all of the assessment criteria in learning outcomes 2 and 3 as described above. This could be followed up by questioning or discussion that is directly related to what was seen in the direct observation and the assessment criteria in learning outcome 1. For criteria that cannot be met through live observation, a Witness Testimony from a knowledgeable and competent person, such as the line manager of the learner, could be used.

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

# **Unit 24: Provide Post-transaction Customer Service**

**Unit reference number:** K/506/2978

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 22

**Unit type:** Competence

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## **Unit summary**

As customer expectations of customer service grow, organisations need to ensure they offer excellent post-transaction customer service.

To complete this unit, you will need to be in a customer service role where you are part of the post-transaction service. Using the policies and procedures of your organisation, you will develop your understanding and explain the purpose and range of post-transactional activities on offer as well as look at the advantages and disadvantages. You will also demonstrate your skills in a post-transaction customer service job role.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>1 Understand post-transaction customer service</p>         | <p>1.1 Explain organisational policies and procedures for post-transaction customer service</p> <p>1.2 Explain the purposes and range of post-transaction activities</p> <p>1.3 Explain the implications of sales contracts, guarantees and warranties to post transaction customer service</p> <p>1.4 Explain how legislation and regulation affect customers' rights</p> <p>1.5 Explain the advantages and disadvantages of post-transaction customer service programmes</p>            |
| <p>2 Be able to provide post-transaction customer service</p> | <p>2.1 Implement a programme of planned post-transaction interventions in line with organisational guidelines</p> <p>2.2 Use unplanned opportunities post-transaction to provide customer service</p> <p>2.3 Identify reasons for contacting customers post-transaction</p> <p>2.4 Confirm customers' levels of satisfaction post-transaction</p> <p>2.5 Make recommendations to decision makers to enhance customer satisfaction</p> <p>2.6 Present a professional and helpful image</p> |

## Unit amplification

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### **AC1.1: Explain organisation policies and procedures for post-transaction customer service**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Post transaction elements:* invoicing procedures, returns policy, customer complaints procedures, product tracking/warranty, installation and repairs policy

### **AC1.2: Explain the purposes and range of post-transaction activities**

- *Purposes:* e.g. to answer any questions on the product or service the customer may have following the transaction, to maintain a good reputation, to deal with customer complaints, to encourage additional sales
- *Types of post-transaction activities:* after sales care, e.g. packaging, installation, repairs, warranties

### **AC1.3: Explain the implications of sales contracts, guarantees and warranties to post transaction customer service**

- *Sales contracts:* terms and conditions, e.g. cancellation charges, cancellation time-scales, cooling off period
- *Guarantees:* definition; features, e.g. legally binding, in addition to customers' rights under consumer law
- *Warranties:* definition; features, e.g. act as insurance policy, legal contract, can be used in conjunction with guarantees
- *Implications:* point of referral if a legal case is brought, provide legal protection to the consumer against faulty or substandard products and or services, legal obligation of supplier

### **AC1.4: Explain how legislation and regulation affect customers' rights**

- *Legislations:* e.g. Consumer Protection Act 1987, Trade Descriptions Act 1968, Sale of Goods Act 1979, Data Protection Act 1998
- *Regulations:* e.g. Payment Services Regulations (2009), Consumer Contracts Regulations (2013)
- *Effect on customers' rights:* e.g. ability to obtain a refund, ability to cancel transactions, goods are fit for purpose, return faulty goods, control of personal information

### **AC1.5: Explain the advantages and disadvantages of post-transaction customer service programmes**

- *Advantages:* e.g. an opportunity for the organisation to 'put things right' when the customer is dissatisfied, gives the customer confidence in the organisation, provides opportunity to up sell and cross sell

- *Disadvantages: e.g.* customer becomes more demanding, can be costly to the organisation, requires additional resources

## Information for tutors

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### Suggested resources

#### Books

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

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

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want – and give them even more*, (Pathways, 2000) ISBN 9781857035643

#### Websites

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) – provides customer service best practice case studies

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, down-loadable resources and guidance notes are available

### Assessment

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

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

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

#### Unit assessment requirements

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



## Unit assessment guidance

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

It is good practice to combine the assessment of learning outcomes 1 and 2 through holistic assessment. Learning outcome 1 is knowledge-based and the assessment criteria require explanations, therefore these should be assessed using appropriate methods such as questioning or professional discussions. For example, the learner could use a sales contract they have drawn up for a customer to contribute towards evidence of knowledge for part of AC1.3, by being questioned on, or explaining through discussion the process they followed in completing it. Any existing knowledge the learner may have around post-transaction customer service should be explored and built upon through discussion with the learner based on their job role, before assessment takes place. This could be used as evidence of Recognition of Prior Learning (RPL).

Learning outcome 2 is skills based, therefore the learner should be assessed using evidence that will confirm competence, such as direct observation of the learner dealing with customers in a post-transactional situation for AC2.1, followed by questioning or discussion that is directly related to AC1.1, explaining the organisational policies and procedures followed during the interaction with the customer.

For AC2.1 to AC2.5, an assessment of planned and unplanned post-transaction interventions is required; work products such as an email to a customer explaining the reason for contacting them post transaction could be used for AC2.3 and a report to the line manager on enhancing customer satisfaction could be used as evidence for AC2.5. If it is not possible to confirm learner competence via direct observation, assessors/tutors could collect evidence from different sources; such as witness testimony from a competent and knowledgeable person, such as the learner's line manager and use this in conjunction with a reflective account produced by the learner.

# **Unit 25: Health and Safety Procedures in the Workplace**

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

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 16**

**Unit type: Competence**

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## **Unit summary**

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

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

## Learning outcomes and assessment criteria

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

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

## Unit amplification

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

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

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

*To include:*

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

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

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

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

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

## Information for tutors

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### Suggested resources

#### Websites

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

#### Assessment

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

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

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

#### Unit assessment requirements

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

#### Unit assessment guidance

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

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

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

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

## **Unit 26: Manage Diary Systems**

**Unit reference number: L/506/1807**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 12**

**Unit type: Competence**

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### **Unit summary**

Time is very important and it can be utilised in a very efficient way by maintaining a diary management system. The efficient planning and organisation of your own time and other people's is one of the most important activities that you can get involved with. The diary is one of the major resources within the office and without it none of us would know where we should be or what we should be doing at any given time.

In this unit, you will learn the overarching purpose of providing support to manage diary systems. You will learn how important it is to keep diary systems up to date and how bookings and any changes are prioritised. With any system there are constraints and they will need to be managed efficiently. You will learn about problems that can occur and how to deal with them.

This unit also will give you the opportunity to manage a diary system in a practical way. You will learn what information is needed before diary entries can be made and how important it is that the entries are accurate, timely and kept up to date. Changes can cause inconveniences and therefore you will need to develop the skills to manage these to meet the needs of those involved and keep everybody informed. You will also be made aware that some information will be confidential and how you must ensure that this information remains confidential.

## Learning outcomes and assessment criteria

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

| Learning outcomes                                   | Assessment criteria   |
|---|---|
| <p>1 Understand the management of diary systems</p> | <p>1.1 Explain the importance of keeping diary systems up to date</p> <p>1.2 Describe the basis on which bookings and changes are prioritised</p> <p>1.3 Explain any constraints relating to making bookings for people or facilities</p> <p>1.4 Describe the types of problems that can occur when managing diaries</p>  |
| <p>2 Be able to manage diary systems</p>            | <p>2.1 Obtain the information needed to make diary entries</p> <p>2.2 Make accurate and timely diary entries</p> <p>2.3 Respond to changes in a way that balances and meets the needs of those involved</p> <p>2.4 Communicate up-to-date information to everyone involved</p> <p>2.5 Keep diaries up-to-date</p> <p>2.6 Maintain the requirements of confidentiality</p> |



## Unit amplification

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### **AC1.1: Explain the importance of keeping diary systems up to date**

- *Diary systems:* allow organisations to plan and co-ordinate activities and resources; prioritise workload; effective time management; paper based; electronic on intranet; shared access by individuals, work teams and departments; supports managers, teams and departmental processes; record deadlines, e.g. project targets, specific work completion dates; personal area for reminders and 'to do' items
- *The importance of up to date diary systems:* staff access to accurate information; location of colleagues; when colleagues are free, e.g. meetings/activities arranged to suit availability; resources for a meeting/activity can be planned; cancelled activities deleted; allows efficiency of whole organisation; changes to arranged meetings advised

### **AC1.2: Describe the basis on which bookings and changes are prioritised**

- *Prioritising bookings:* important deadlines to meet, policies and procedures, e.g. regular board meetings, weekly or monthly team meetings, discussing new policies or procedures; project planning or product development against targeted stages, need and urgency
- *Prioritising changes:* availability of facilities/accommodation; availability of minimum number of people needed to meet full attendance; important contributor unavailable on original date; meeting customers' needs; project profile, e.g. high, low; deadlines to be met

### **AC1.3: Explain any constraints relating to making bookings for people or facilities**

- *Constraints:* conflicting demands; competing priorities; availability of resources; insufficient resources; insufficient information given; unavailable facilities; unable to access diary management system; specific location request not available; staff/visitors' availability

### **AC1.4: Describe the types of problems that can occur when managing diaries**

- *Types of problems:* possible conflict with existing requests; overlap of multiple requests; duplicate or double bookings; not communicating requests or change in request; not confirming or recording requests; prioritising requests, e.g. rescheduling to high priority/emergency/urgency; poor communication

## Information for tutors

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### Suggested resources

#### Books

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning*, 2nd Edition (ALPHA, 2006) ISBN 9781592574629

Lapsley A – *Business & Administration Student Handbook Level 2* (CfA, 2010) ISBN 9780956773807

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The primary source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their work activities relating to diary management. The diary system being managed can be either manual or electronic and could be the learner's own diary or that of colleagues. The diary management may relate to items such as travel, meetings, leave, conferences, deadlines, etc.

The evidence from the direct observation could be supported by examining work products such as completed diary entries or communications to colleagues notifying of changes (e.g. emails, memos) – this provides further evidence to meet the requirements, for example AC2.1 AC2.2 and AC2.4. To achieve AC2.3, learners need to provide evidence of prioritising requested changes to bookings and solving problems of conflicting demands by suggesting and negotiating alternative arrangements. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.5.

Questions and answers (Q&A) could be used to corroborate the competence of the learner (e.g. for AC2.6) as well as meeting the requirements of the knowledge assessment criteria in learning outcome 1. Alternatively, a learner diary could be used. There are good opportunities for the assessment of the knowledge in learning outcome 1 to applied and related to the learner's competencies in LO2. For example, the learner could be asked to describe the basis on which they made changes to bookings to ensure that they balanced the needs of all concerned. This allows the learner to apply their knowledge to their activities linked to AC2.3. To achieve the knowledge assessment criteria, the learner's responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria; for example, the response for AC1.3 must have sufficient detail about the different types of constraints to meet the standards for an explanation.

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

# **Unit 27: Provide Reception Services**

**Unit reference number: H/506/1814**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 15**

**Unit type: Competence**

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## **Unit summary**

The receptionist plays a key role in promoting the image of the business and ensuring that external and internal stakeholders are linked to the right person quickly and efficiently. They are very often the first person that an external customer will speak to or see, so it is vital that the person fulfilling this role is knowledgeable about the organisation and its products and services, understands the structure of the organisation so can direct queries and questions to the correct person or department and that all health and safety processes and procedures are adhered to when visitors are welcomed into the organisation.

In this unit you will learn how to develop your skills by exploring key functions that a receptionist is responsible for. You will look at how visitors are welcomed into the organisation and how they are dealt with in terms of recording their presence and directing them to the correct area of the organisation. You will also consider how telephone calls are dealt with and how to deal with those calls or visitors who can be challenging.

## Learning outcomes and assessment criteria

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

| Learning outcomes                        | Assessment criteria   |
|--|---|
| 1 Understand reception services          | 1.1 Explain the receptionist's role in representing an organisation<br>1.2 Explain an organisation's structure and lines of communication<br>1.3 Describe an organisation's standards of presentation<br>1.4 Explain the health, safety and security implications of visitors to a building<br>1.5 Explain how to deal with challenging people  |
| 2 Be able to provide a reception service | 2.1 Welcome visitors in accordance with organisational standards<br>2.2 Direct visitors to the person they are visiting in accordance with organisational standards<br>2.3 Record visitors' arrivals and departures in accordance with organisational procedures<br>2.4 Provide advice and accurate information within organisational guidelines on confidentiality<br>2.5 Keep the reception area tidy and materials up-to-date<br>2.6 Answer and deal with telephone calls within organisational standards<br>2.7 Adhere to organisational procedures on entry, security, health and safety |

## Unit amplification

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### **AC1.1: Explain the receptionist's role in representing an organisation**

- *Receptionist's role:* first point of contact; meet and greet both internal and external visitors
- *Personal attributes:* polite; knowledgeable; informative; helpful
- Give positive image of self and organisation

### **AC1.2: Explain an organisation's structure and lines of communication**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Lines of communication:* channel through which people share information
- *Internal communication channels:* email; meetings; intranets; telephone
- *Communication structure:* chain of command; formal and informal communications; downward and upward communications

### **AC1.3: Describe an organisation's standards of presentation**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *General standards of presentation include:* well groomed; dressed according to organisation's standards; good personal hygiene; professional appearance; positive body language

### **AC1.4: Explain the health, safety and security implications of visitors to a building**

- *Health, safety and security implications of visitors:* legal responsibility for visitors health and safety while they are on the premises; make visitors aware of planned fire drills; appropriate level of security clearance and access to certain areas

### **AC1.5: Explain how to deal with challenging people**

- *Challenging behaviour:* arguing with staff, questioning staff competence, demanding impossible solutions, not accepting limitations and procedures, making inappropriate personal comments, angry behaviours
- *Deal with challenging people via telephone or in person:* remain calm and polite; use active listening techniques; empathise with visitor; apologise sincerely for problems; use questioning techniques; offer solutions within own authority; escalate issues where resolution is difficult or not possible

## Information for tutors

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### Suggested resources

#### Books

Carysforth C – *Administration NVQ Level 2*, (Heinemann, 2006)  
ISBN 9780435463335

Sutherland J and Sutherland D – *Business and Administration NVQ Level 2*  
(Hodder Education, 2011) ISBN 9781444144208

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The primary source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their reception duties. Reception services include meeting, greeting and directing visitors, answering the telephone and keeping the reception area tidy.

The evidence from direct observation could be supported by examining work products such as the records of visitors made by the learner in the organisation's systems – this provides further evidence to meet AC2.3. Witness testimony could also be used to provide evidence of consistent performance as well as supporting evidence for many of the assessment criteria in learning outcome 2. Questions and answers (Q&A) could also be used to fill in any gaps in the observation evidence. For example, the learner could be asked to describe how their behaviour and communications on particular observed occasions complied with the organisational policies on confidentiality, security and health and safety (AC2.4 and AC2.7). The learner could also be asked to describe their organisational standards for meeting and greeting visitors and how they have met these on the observed occasions (AC2.1).

Questions and answers (Q&A) or learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to explain their organisational structure and lines of communication in relation to how they have used it to contact staff and direct visitors – this links AC1.2 to AC2.2. Similarly, the learner could be asked to explain how they represent their organisation in their role as receptionist making reference to their demonstrated behaviours and activities in learning outcome 2 – this links AC1.1 to many of the assessment criteria in learning outcome 2. If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. For example, the learner needs to explain at least three different ways of dealing with challenging people. As some of the assessment criteria refer to organisational requirements and context, witness testimony from line manager or other appropriate personnel may be required.

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





## Learning outcomes and assessment criteria

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

| Learning outcomes                         | Assessment criteria   |
|---|---|
| 1 Understand event organisation           | 1.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event<br>1.2 Explain the purpose and features of different types of events<br>1.3 Describe the type of resources needed for different types of events<br>1.4 Describe the different needs attendees may have and how to meet these<br>1.5 Explain the requirements of health, safety and security when organising events<br>1.6 Describe the types of problems that may occur during events and how to deal with them |
| 2 Be able to carry out pre-event actions  | 2.1 Identify venue requirements for an event<br>2.2 Obtain resources within the agreed timescales<br>2.3 Distribute pre-event documentation to delegates in accordance with the event plan<br>2.4 Co-ordinate attendee responses within the agreed timescale<br>2.5 Identify any special requirements of event attendees  |
| 3 Be able to set up an event              | 3.1 Set up layout and resources in accordance with the event plan<br>3.2 Confirm that all identified resources are in place and meet requirements<br>3.3 Behave in a way that maintains organisational values and standards   |
| 4 Be able to carry out post-event actions | 4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract<br>4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event  |

## Unit amplification

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### **AC1.1: Explain the roles, responsibilities and accountabilities of individuals involved in the event**

- *Event leader:* depending on seniority within organisation, allocating or obtaining budget required; discussing purpose and requirements with the event organiser, e.g. numbers involved, type of venue required, facilities, catering, accommodation, other resources; providing information on delegates/target audience to be invited; staff involved; visiting speakers; monitoring costs and evaluating the event
- *Event organiser:*
  - *liaising with event leader:* organising a venue and location that meets budget and costs allocated; facilities, e.g. presentation room, layout, breakout rooms; resources; catering; delegate requirements; parking adjacent to accommodation; bookings; access transport; special needs
  - *responsibilities:* setting up programme; liaising with presenters; setting event objectives; presentation materials; arranging visiting speakers; invitations; event programme; acceptances; preparation and distribution of delegate materials; final delegate lists; name badges; confirming numbers to venue
  - *current legal requirements:* law of contract (with venue, outside speakers, suppliers); agreements; health and safety, and security (safe keeping of delegate and organisation's belongings and equipment)
  - *during the event:* check rooms, equipment, materials, safety and security, meet delegates for registration, record delegates attending, resolve problems if arise, monitor presentations and activities to meet programme times
- *Support staff working with the event leader:* availability; timely preparation of presentations and event materials
- *Venue staff:* providing room accommodation and equipment as booked; timely catering requirements; healthy, safe and secure environment

**AC1.2: Explain the purpose and features of different types of events**

- *Types of event:* meetings; conferences; business dinners/awards ceremonies; exhibitions; courses/workshops; networking events/conferences; promotional events/product launch; fundraising events
- *Internal:* involving own staff but possible external speakers
- *External:* involving own staff and outside delegates, e.g. customers
- *Confidential:* concerning finance, issues of company strategy
- *Routine/formal:* held on a regular basis and a requirement either legally or as an organisation's procedure, e.g. Annual General Meeting, regular board meeting
- *Non-routine/informal:* e.g. ad hoc meetings as needed by the operations of an organisation, regular team meetings

**AC1.3: Describe the type of resources needed for different types of events**

- *Types of resources:*
  - o budget; costs
  - o room/venue (size, location, date); breakout rooms
  - o presentation equipment
  - o other equipment (copying facilities)
  - o adjacent overnight accommodation
  - o refreshment facilities (bookings, delegates with special dietary requirements)
  - o visiting speakers/presenters
  - o list of delegates to be invited; invitations (event brief, date, venue, map, transport details); record of acceptances or those unable to attend
  - o programme and relevant documentation
  - o attendance list; name badges
  - o writing material for delegates

**AC1.4: Describe the different needs attendees may have and how to meet these**

- *Different needs:* access arrangements to venue and within meeting rooms, e.g. lifts, wheelchair access, ramps, handrails, room facilities for any overnight accommodation; transport support; audio links or documents in braille; special dietary requirements

**AC1.5: Explain the requirements of health, safety and security when organising events**

- *Requirements of health, safety and security:*
  - venue is free of hazards: checks made of room(s); equipment PAT tested; secure and safe cabling
  - security of event materials: confidentiality of information and communications
  - security of delegate belongings when breaks taken
  - aware of any fire alarm systems and practices: inform delegates; alert delegates to emergency exits and meeting point
  - room and facilities direction signs in place
  - recording attendance

**AC1.6: Describe the types of problems that may occur during events and how to deal with them**

- *Problems and resolutions:*
  - non-delivery of resources: last-minute photocopying
  - late or non-arrival of presenter: make contact to clarify time of arrival; inform event leader of outcome; re-organise programme timing, e.g. if presenter arriving later; discuss alternative activity with event leader to fill the time slot if non-arrival
  - unexpected higher number of delegates than expected creating inadequate room(s) or resources: sharing resources while extras prepared; adding more chairs; if insufficient space, need larger room or extra room; may cause doubling up presentations; ensuring available presenter
  - missing specific resources (special equipment) causing delay in presentation: rearranging programme to allow time to provide missing resource or use alternative method of presentation
  - *delegate taken ill*: how serious; call emergency services or deal with via venue's first aid facility; inform contact person for delegate

## Information for tutors

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### Suggested resources

#### Books

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning*, 2nd Edition (ALPHA, 2006) ISBN 9781592574629

Friedmann S – *Meeting and Event Planning for Dummies* (John Wiley & Sons, 2003) ISBN 9780764538599

#### Websites

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk) – has a library of business case studies

[www.evolutionevent.com](http://www.evolutionevent.com) – case studies of events organised for major companies

[www.skillsca.org](http://www.skillsca.org) – Skills CFA, Sector Skills Council for Business Administration

#### Other

*Event* (Haymarket Business Publications Ltd) – magazine with information about exhibitions and live events

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The primary source of evidence for demonstrating achievement of learning outcome 2, learning outcome 3 and learning outcome 4 is direct observation of the learner carrying out their work activities relating to the organisation of an event.

The evidence from the direct observation for learning outcome 2, learning outcome 3 and learning outcome 4 could be supported by examining work products such as notes produced, checklists and non-verbal communication to colleagues, venues and/or customers, e.g. emails, letters etc. – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC2.4, AC2.5 and AC4.2. To achieve AC3.5, learners need to provide evidence of following up actions in accordance with the brief either through emails, verbal communication and/or records showing actions have been followed up. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.3, AC2.5, AC3.3 and AC4.1.

Questions and answers (Q&A) could also be used to provide supporting evidence of the learner's competence. For example, the learner could be asked to explain how to behave in a way that maintains organisational values and standards (AC3.3).

Questions and answers (Q&A) or learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe the types of resources needed for different types of events. This relates the assessment of AC1.3 to that of AC2.2. Similarly, the learner could be asked to describe the different needs attendees may have and how to meet these; their description could be supported by the appropriate work products. This links AC1.4 to AC2.5. If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the assessment requirements. For example, the learner needs to describe at least three types of problems that may occur during events and how to deal with them (AC1.6).

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

## **Unit 29: Buddy a Colleague to Develop their Skills**

**Unit reference number: M/506/1895**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 19**

**Unit type: Competence**

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### **Unit summary**

Buddying is an important part of helping to develop skills and knowledge needed to carry out any role in an organisation. It will give you the opportunity work with a new member of staff in your organisation and introduce them to their new work colleagues and surroundings. It gives you the opportunity to pass on knowledge learned whilst being employed in the company and to help to solve day to problems that a new member of staff will encounter. You will also be able to develop your own leadership and people skills as well as develop the confidence of your buddy.

In this unit you will learn how to give positive and constructive criticism to a colleague working within the confines of the expectations of a buddy. You will have the opportunity to develop new techniques that will build a relationship with your buddy, skills you will be able to use in later life in different situations. Being a buddy means being organised and setting dates for monitoring and checking on progress, and creating action plans and sticking to them. You will get the opportunity to pass on your experience and give your buddy advice and guidance.



## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1 Understand how to buddy a colleague                               | 1.1 Describe what is expected of a buddy<br>1.2 Explain techniques to give positive feedback and constructive criticism<br>1.3 Explain techniques to establish rapport with a buddy   |
| 2 Be able to plan to buddy a colleague                              | 2.1 Agree which aspects of a colleague's work may benefit from buddying<br>2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague<br>2.3 Agree a schedule of meetings that minimise disruption to business<br>2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives  |
| 3 Be able to support a buddy colleague carrying out work activities | 3.1 Remain unobtrusive while a buddy colleague carries out their work activities<br>3.2 Provide examples of how to carry out tasks correctly<br>3.3 Identify instances of good practice and areas for improvement through observation<br>3.4 Praise a buddy colleague on well completed tasks<br>3.5 Give constructive feedback on ways in which a buddy could improve performance<br>3.6 Offer a buddy hints and tips based on personal experience |

## Unit amplification

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### **AC1.1: Describe what is expected of a buddy**

- *Expectations of a buddy:* to give key information about the organisation and reduce uncertainty; introductions to key members of staff; advise on where to go for additional help if required; explain organisational processes and procedures; be a point of contact, e.g. support, advice, guidance; arrange regular meetings to check progress and answer questions; maintain confidentiality

### **AC1.2: Explain techniques to give positive feedback and constructive criticism**

- *Techniques to giving positive feedback and constructive criticism:* start and end with a compliment; keep eye contact at all times when giving feedback; use humour where applicable; be specific; include examples; choose a suitable time and place to deliver feedback

### **AC1.3: Explain techniques to establish rapport with a buddy**

- *Techniques to establish rapport:* be friendly and approachable; hold structured face to face meetings which is informative and builds confidence; balance the talking between both people; be available when required to answer routine questions, this could be either face to face or via e-mail or telephone; work closely to improve the situation and make their introduction to the organisation a better experience; listen; validate thoughts and opinions of others

## Information for tutors

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### Suggested resources

#### Books

Carysforth C – *Administration NVQ Level 2* (Heinemann, 2006)  
ISBN 9780435463335

Sutherland J and Sutherland D – *Business and Administration NVQ Level 2*  
(Hodder Education, 2011) ISBN 9781444144208

#### Websites

[www.mindtools.com](http://www.mindtools.com) – contains useful articles on mentoring skills

[www.mrc-cbu.cam.ac.uk](http://www.mrc-cbu.cam.ac.uk) – the Medical Research Council, Cognition and Brain Sciences Unit website has useful information on Mentoring, including a PDF publication published September 2010 titled *Guidance for Mentors*

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is likely to come from a combination of direct observation of the learner acting within their role as a buddy, examination of the learner's work products, questions and answers (Q&A) and witness testimony. Buddying can relate to mentoring and shadowing and can refer to a new employee or an existing colleague.

The learner's work products for learning outcome 2 could include the agreed development plan for the buddy, notes from meetings, diary showing scheduled meetings and records of relevant communications, e.g. emails – these would provide evidence for AC2.1, AC2.3, AC2.4. Q&A and/or witness testimony could be used to provide evidence for AC2.2.

The evidence from any direct observation for learning outcome 3 could be supported by examining work products such as reports, notes from meetings and records of communications to buddies, e.g. emails – this would provide further evidence to meet the assessment requirements, for example, AC3.3, AC3.4, AC3.5 and AC3.6. Witness testimony could be used to support the evidence from direct observation for all the assessment criteria in learning outcome 3. Q&A can be used to close any gaps in the evidence required, for example AC3.3 and AC3.6.

Questions and answers (Q&A) or learner diary could be used to meet the assessment requirements of learning outcome 1. It is good practice to relate the assessment of the knowledge with the competence activities carried out by the learner. For example, the learner could explain the techniques to give positive feedback and constructive criticism by drawing on how they have done this to meet AC3.5. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria; for example, the responses must have sufficient detail about the techniques to give positive feedback and constructive criticism (AC1.2) and the techniques to establish rapport with a buddy (AC1.3).

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

## **Unit 30: Employee Rights and Responsibilities**

**Unit reference number: L/506/1905**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 16**

**Unit type: Knowledge**

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### **Unit summary**

All employees should have a good understanding of their rights and responsibilities specific to the organisation, industry and sector in which they work. Being aware of and conversant with the rules, principles and regulations governing employment rights and responsibilities will help protect both employee and employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

In this unit you will learn about the roles and occupations in your organisation and industry and in other organisations, industries and sectors. You will explore career pathways and progression opportunities and learn where you can source relevant information and advice to help you when making decisions about your career. You will develop an awareness of employer rights and responsibilities including standards and expectations required of you as an employee. You will gain an understanding of employment legislation and how it affects your role and responsibilities within your employment as well as develop awareness of sources of support for issues affecting your employment.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Understand the role of organisations and industries</p>                      | <p>1.1 Explain the role of their own occupation within an organisation and industry</p> <p>1.2 Describe career pathways within their organisation and industry</p> <p>1.3 Identify sources of information and advice on an industry, occupation, training and career pathway</p> <p>1.4 Describe an organisation's principles of conduct and codes of practice</p> <p>1.5 Explain issues of public concern that affect an organisation and industry</p> <p>1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role</p> |
| <p>2 Understand employers' expectations and employees' rights and obligations</p> | <p>2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role</p> <p>2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour</p> <p>2.3 Describe the procedures and documentation that protect relationships with employees</p> <p>2.4 Identify sources of information and advice on employment rights and responsibilities</p>  |

## Unit amplification

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**AC1.1: Explain the role of their occupation within an organisation and industry**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC.*

**AC1.2: Describe career pathways within their organisation and industry**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC.*

**AC1.3: Identify sources of information and advice on an industry, occupation, training and career pathway**

- *Sources of information and advice:*
  - o *within an organisation:* e.g. line manager, HR department, organisation's information systems
  - o *outside an organisation:* e.g. sector skills councils, careers services, relevant websites, professional bodies

**AC1.4: Describe an organisation's principles of conduct and codes of practice**

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

**AC1.5: Explain issues of public concern that affect an organisation and industry**

- *Issues of public concern:* consider the effects of recent high profile events on the industry, e.g. loss of personal data, mis-sold products or services; phone hacking
- *Effects of public concern on an organisation and industry:* introduction of legislation and good practice; increase in public awareness; changes to organisational procedures; own responsibilities

**AC1.6: Describe the types, roles and responsibilities of representative bodies and their relevance to their own role**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC.*

**AC2.1: Describe the employer and employee statutory rights and responsibilities that affect their own role**

- *Employee statutory rights and responsibilities:* current employment legislation, e.g. Equal Pay Act 1970, Working Time Regulations 2007; current anti-discrimination legislation, e.g. Equality Act 2010, gender, sexual preference, nationality, race, religion, colour, disability, age; contract of employment, e.g. written terms and conditions, minimum wage, sick pay, time off, grievance procedures; health and safety (own, others, use of equipment, lifting and handling); security, e.g. data protection, information security, premises, equipment
- *Employer statutory rights and responsibilities:* duty of care to employees, e.g. risk assessments, provide protective equipment if needed, emergency procedures, safe systems of work; employer liability insurance; safeguarding; appropriate training and development, e.g. induction, organisation systems, use of equipment, health and safety
- *How statutory rights affect own role:* equal opportunities; career progression; personal safety and security; safeguarding; own responsibilities

**AC2.2: Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour**

- *Personal presentation:* well groomed; dressed according to organisation's standards; good personal hygiene
- *Punctuality:* on time (at the start of the working day, coming back from lunch); leave on time; on time for meetings
- *Behaviour:* polite; helpful; confident; attentive; positive body language; positive attitude; respect confidentiality; discretion; dependability; tolerance; welcoming; pleasant; professional

**AC2.3: Describe the procedures and documentation that protect relationships with employees**

- *Procedures that protect relationships with employees:* health and safety; security; grievance procedures; whistle blowing
- *Documentation that protects relationships with employees:* contract of employment; written terms and conditions; payslip; published organisation policies; documented processes and procedures; records of training and development

**AC2.4: Identify sources of information and advice on employment rights and responsibilities**

- *Sources of information and advice on employment rights and responsibilities:*
  - o *inside the organisation:* contract of employment; written terms and conditions; line manager; HR department; trade union representative
  - o *outside the organisation:* Trade Union; Citizen's Advice Bureau; ACAS; Government websites; employment lawyer



## Information for tutors

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### Suggested resources

#### Book

Trimarchi K, et al – *NVQ/SVQ Level 2 Business and Administration Handbook (NVQ Administration)* (Heinemann 2011) ISBN 9780435046903

#### Websites

[www.acas.org.uk](http://www.acas.org.uk) – The Advisory, Conciliation and Arbitration Service is a government-funded agency that provides advice on industrial relations and employment issues

[www.cipd.co.uk](http://www.cipd.co.uk) – Chartered Institute of Personnel and Development, the professional body for HR and people development

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive, providing information on health and safety rights and responsibilities

[www.legislation.gov.uk](http://www.legislation.gov.uk) – managed by the National Archives, contains publishing of all UK legislation

[www.skillsca.org](http://www.skillsca.org) – Skills CFA, the Sector Skills Council for Business Administration

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The evidence demonstrating achievement of learning outcome 1 and learning outcome 2 can be collected through a presentation. Evidence can be gathered from the presentation and can be supported by any research the learner undertakes in order to produce and present their presentation. Learners should use their current occupation or should be allocated a theoretical occupation and organisation they can work from.

To achieve AC1.1, AC1.2 and AC1.3, learners need to explain where their occupation fits in the sector and describe the career pathway they can pursue. They will also need to reference places they can go for information and advice on the industry, occupation, training and career pathway.

To achieve AC1.4, AC1.5 and AC1.6, learners need to describe their organisation's principles of conduct and codes of practice, explain issues of public concern that affect their organisation and industry and then go on to describe representative bodies and how the roles and responsibilities of these bodies are relevant to their role.

Learners should then focus on their organisation. They should describe theirs and their employer's statutory rights and responsibilities and how these affect their role (AC2.1), their employer's expectations on personal presentation, punctuality and behaviour (AC2.2), procedures and documentation that the employers relationship with their employees (AC2.3) and reference sources where people can go for advice on employment rights and responsibilities (AC2.4).

It is recommended that learners' do not reproduce large chunks of information verbatim from company handbooks or legislation, but contextualise it to their job.

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Questions and answers (Q&A) could be used to corroborate the learners' knowledge by allowing them to give examples of good and/or bad practice to help support their presentation (e.g. AC2.2).

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

# **Unit 31:**                      **Develop Working Relationships with Colleagues**

**Unit reference number:** R/506/1789

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 19

**Unit type:** Competence

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## **Unit summary**

The ability to form good working relationships with colleagues is very important for both your career and your enjoyment of work. You will not be able to choose your colleagues and yet you are likely to spend a large amount of time in their company. Effective teamwork and good working relationships contribute to efficient working and the achievement of an organisation's objectives.

In this unit you will learn the principles and benefits of effective team working, giving feedback to team members and dealing with conflict, problems and changes. You will show that you can put these principles into practice in the workplace through maintaining effective relationships with colleagues, managing decision making with others, minimising disruption to work and resolving problems.

This unit will give you opportunities to reflect on your skills and knowledge in this area and support your further development.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>1 Understand the principles of effective team working</p>                 | <p>1.1 Outline the benefits of effective team working</p> <p>1.2 Describe how to give feedback constructively</p> <p>1.3 Explain conflict management techniques that may be used to resolve team conflicts</p> <p>1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising</p> <p>1.5 Explain the importance of warning colleagues of problems and changes that may affect them</p> |
| <p>2 Be able to maintain effective working relationships with colleagues</p> | <p>2.1 Recognise the contribution of colleagues to the achievement of team objectives</p> <p>2.2 Treat colleagues with respect, fairness and courtesy</p> <p>2.3 Fulfil agreements made with colleagues</p> <p>2.4 Provide support and constructive feedback to colleagues</p>   |
| <p>3 Be able to collaborate with colleagues to resolve problems</p>          | <p>3.1 Take others' viewpoints into account when making decisions</p> <p>3.2 Take ownership of problems within own level of authority</p> <p>3.3 Take action to minimise disruption to business activities within their own level of authority</p> <p>3.4 Resolve problems within their own level of authority and agreed contribution</p>   |

## Unit amplification

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### **AC1.1: Outline the benefits of effective team working**

- *Benefits to the organisation:* e.g. meet objectives, make use of strengths, good internal communications, increased efficiency, less duplication of work, less risk by sharing work, more flexible workforce
- *Benefits to team members:* e.g. stretch talents, increase motivation, increase job satisfaction, opportunities for creativity, feeling of belonging

### **AC1.2: Describe how to give feedback constructively**

- *Constructively giving feedback:* builds relationships, reinforces good behaviour, improves undesirable behaviour
- *How to give feedback:* have a clear purpose for feedback, use appropriate timing (routine, non-routine), feedback in private, give specific examples, focus on behaviour rather than the person, ensure feedback is practical, give clear actions, check understanding, balance positive and negative feedback, offer support

### **AC1.3: Explain conflict management techniques that may be used to resolve team conflicts**

- *Sources of team conflict:*
  - o *Interpersonal:* conflict between two or more team members, due to personality, values, behaviour or attitude
  - o *task-based:* the goals or expectations are unclear or unrealistic
- *Techniques:* e.g. joint problem solving, active listening, tough on problem not the people, review own leadership, use conflict management process –
  - o *listen to both sides*
  - o *analyse events, identify causes*
  - o *identify solutions*
  - o *implement solutions*
  - o *review*

### **AC1.4: Explain the importance of giving team members the opportunity to discuss work progress and any issues arising**

- *Importance of discussing work progress:* keep to work schedules, take corrective action, maintain responsibilities (individual, team), build unity, motivate, value contributions, build loyalty, develop skills
- *Importance of discussing issues arising:* avoid misunderstandings, agree actions needed, build consensus, develop skills, early intervention

**AC1.5: Explain the importance of warning colleagues of problems and changes that may affect them**

- anticipate work problems and changes
- prepare appropriate responses and actions
- build trust
- enable preparation
- ensure accurate communication
- avoid misinformation
- confirm understanding
- explain need for changes
- enable concerns to be explored
- enable support to be given

## Information for tutors

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### Suggested resources

#### Books

Bevan J, et al – *BTEC Level 3 Business Book 1* (Pearson Education Limited, 2011) ISBN 9781846906343

Carysforth C, et al – *BTEC First Business Student Book* (Pearson Education Limited, 2013) ISBN 9781446901366

Leigh A and Maynard M – *Leading your Team: How to Involve and Inspire Teams*, 2nd Revised Edition (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Owen J – *How to Lead: What You Actually Need to Do to Manage, Lead and Succeed*, 2nd Edition (Pearson Education Limited, 2009) ISBN 9780273721505

#### Websites

[www.acas.org.uk](http://www.acas.org.uk) – How to manage change (January 2010), materials to support management in the workplace from ACAS which works to resolve disputes in UK workplaces

[www.managers.org.uk](http://www.managers.org.uk) – The Chartered Management Institute website, includes some learning resources

[www.mindtools.com](http://www.mindtools.com) – Learning resources to support development of the skills needed to succeed in a career

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Learning outcome 1 is knowledge based; suitable types of evidence include professional discussion, oral question and answer, and a learner diary or reflective account. Assessment of the knowledge assessment criteria for this learning outcome could be built around the assessment of the practical activities required for learning outcomes 2 and 3. For example, when AC2.4 'Provide support and constructive feedback to colleagues' is being assessed through use of work products or observation then oral questions could be asked to fulfil the requirements of AC1.2 'Describe how to give feedback constructively'.

Attention must be given to the verbs used in the assessment criteria, for example in AC 1.2 requires a description rather than a list of points. It is not necessary for learners to include all the points listed in the amplification but it is necessary for the learner to 'describe how' rather than just produce a list of points. Similarly, ACs 1.3 to 1.5 require explanations, so there is a need for greater depth of information with reasoning.

Learning outcomes 2 and 3 require the learner to collaborate in the workplace, suitable evidence of achievement would be direct observation records from the assessor attending, for example team meetings, work products such as records of meetings or email communications and witness testimonies from the line manager and team members.

AC2.4 and ACs 3.1 to 3.4 are likely to be difficult to assess through direct observation because the presence of the assessor may not be acceptable for confidentiality reasons. Problems are likely to be resolved as they occur, so reflective accounts supported by work products such as meeting minutes or witness testimony from the line manager could be used. AC3.1 requires more than one decision to be taken and ACs 3.2 and 3.4 require more than one problem to be addressed, so it is likely that assessment of this unit will take place over a period of time to allow for problems to arise.



# **Unit 32: Principles of Equality and Diversity in the Workplace**

**Unit reference number:** J/506/1806

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 10

**Unit type:** Knowledge

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## **Unit summary**

You need to know the purposes of your organisation's equality and diversity policies and how to implement them. You and your organisation must comply with equality legislation to comply with employment law. Compliance also helps to safeguard the organisation's reputation and helps to create a pleasant and productive working environment.

In this unit you will learn about the laws to promote equality and how they are implemented through your organisation's policies. Then you will go on to consider the benefits of good equality and diversity policies and the consequences of failing to comply with equality law.

You will learn about your own responsibilities for equality and diversity in your workplace and about the way to behave to support equality, diversity and inclusion.

## Learning outcomes and assessment criteria

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

| Learning outcomes  | Assessment criteria  |
|--|--|
| 1 Understand the implications of equality legislation  | 1.1 Define the concept 'equality and diversity'<br>1.2 Describe the legal requirements for equality of opportunity<br>1.3 Describe the role and powers of organisations responsible for equality<br>1.4 Explain the benefits of equal opportunities and diversity<br>1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation |
| 2 Understand organisational standards and expectations for equality and diversity and context in the workplace | 2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace<br>2.2 Describe their own responsibilities for equality and diversity in the workplace<br>2.3 Describe behaviours that support equality, diversity and inclusion in the workplace  |

## Unit amplification

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### **AC1.1: Define the concept 'equality and diversity'**

- *Equality*: definition, e.g. treating people fairly regardless of any differences
- *Diversity*: definition, e.g. embracing difference

### **AC1.2: Describe the legal requirements for equality of opportunity**

- *Legal requirements*: Equality Act 2010 protects employees against discrimination in relation to:
  - o dismissal
  - o employment terms and conditions
  - o pay and benefits
  - o training
  - o recruitment
  - o redundancy
- *Grounds for discrimination include*:
  - o age
  - o disability
  - o gender reassignment
  - o marital and civil partnership
  - o pregnancy and parenthood
  - o race
  - o religion or belief
  - o sex
  - o sexual orientation

**AC1.3: Describe the role and powers of organisations responsible for equality**

- *Role and powers of organisations:*
  - *Equality Advisory Support Service:* provides advice and information about equality
  - *Equality and Human Rights Commission:* produces codes of practice on equality and diversity, can take judicial proceedings in relation to equality and human rights breaches
  - *Government Equalities Office:* develops government strategy and legislation about equality
  - *Advisory, Conciliation and Arbitration Service (ACAS):* mediation service, information, advice, training, dealing with employment disputes
  - *Employment tribunals:* decide claims about unfair treatment in the workplace

**AC1.4: Explain the benefits of equal opportunities and diversity**

- *Benefits:* job satisfaction, employee retention, fairness, motivation, workforce mirrors social equality and diversity, positive customer relations, attract and retain talented people, profitability, positive reputation

**AC1.5: Explain the potential consequences for an organisation of failing to comply with equality legislation**

- *Direct consequences:* complaints, prosecution, legal penalties, loss of staff, mediation, employment tribunal, compensation awards
- *Other consequences:* waste of management time, legal costs, damage to reputation, loss of staff, employee dissatisfaction

**AC2.1: Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace**

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

**AC2.2: Describe their own responsibilities for equality and diversity in the workplace**

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

**AC2.3: Describe behaviours that support equality, diversity and inclusion in the workplace**

- *Behaviours:* complying with organisational policies, awareness of own prejudices, active listening, sensitive use of language, patience, openness to different viewpoints, positive attitude, promoting a positive culture, challenge discriminatory behaviour in others, report discriminatory behaviour

## Information for tutors

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### Suggested resources

#### Books

Malik H – *A Practical Guide to Equal Opportunities*, 3rd Edition  
(Nelson Thornes, 2009) ISBN 9781408504826

Thompson N – *Promoting Equality: Working with Diversity and Difference*, 3rd Edition  
(Palgrave Macmillan, 2011) ISBN 9780230223431

#### Websites

[www.acas.org.uk](http://www.acas.org.uk) – UK government-sponsored organisation that works to improve working life, has resources on equality

[www.gov.uk](http://www.gov.uk) – UK government's Equality Advisory Service, provides information on discrimination issues

[www.gov.uk](http://www.gov.uk) – UK government Equalities Office, has news and reports on equality issues

[www.gov.uk](http://www.gov.uk) – UK government website, provides guidance on the Equality Act 2010

[www.justice.gov.uk](http://www.justice.gov.uk) – UK Justice Ministry, link to information on employment tribunals

#### Other

Guidance booklets on the Equality Act 2010, published by the Government Equalities Office, available on the government publications Equality Act guidance website: [www.gov.uk/government/publications/equality-act-guidance](http://www.gov.uk/government/publications/equality-act-guidance)

Delivering Equality and Diversity – advisory booklet published by ACAS, available via the ACAS website: [www.acas.org.uk](http://www.acas.org.uk)

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

Both learning outcomes are knowledge based and the appropriate methods of assessment are professional discussion, oral question and answer (Q&A) sessions, a learner diary or a reflective account. Learners are likely to be introduced to their organisation's policies in this area in the induction process so assessment could be planned to fall shortly afterwards.

Occasionally, a learner may have a chance in their job role to produce some evidence towards this unit but for most learners the opportunities for assessment will be introduced by the assessor.

The concepts of 'equality' and 'diversity' are different and so where they are both included in an assessment criteria the learner should address both 'equality' and 'diversity' in their responses. If assessors are using Q&A some assessment criteria should be broken down into more than one question to help the learner provide the required responses.

Attention should be paid to the verbs used in the assessment criteria, which are mainly 'describe' or 'explain', so a list of points would not meet the requirements. The questions and responses need to be carefully designed to ensure that the learner produces the full responses and that there is clear evidence of them.

# Unit 33: Processing Sales Orders

**Unit reference number:** M/502/8587

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 17

**Unit type:** Competence

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## Unit summary

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

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

## Learning outcomes and assessment criteria

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

| Learning outcomes                                      | Assessment criteria   |
|--|---|
| 1 Understand how to process and follow up sales orders | <ul style="list-style-type: none"><li data-bbox="810 510 1366 577">1.1 Explain the importance of sales order processing</li><li data-bbox="810 600 1366 696">1.2 Describe organisational processes for ordering products and/or services</li><li data-bbox="810 719 1366 815">1.3 Describe different sources of information used to check customer credit</li><li data-bbox="810 837 1366 934">1.4 Describe the different payment methods accepted by sales orientated organisations</li><li data-bbox="810 956 1366 1023">1.5 Explain the role of the despatch function</li><li data-bbox="810 1046 1366 1113">1.6 Describe service standards relating to sales order completion</li><li data-bbox="810 1135 1366 1196">1.7 Explain the importance of storing information securely</li></ul> |



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

## Unit amplification

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### **AC1.1: Explain the importance of sales order processing**

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

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

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

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

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

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

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

### **AC1.5: Explain the role of the despatch function**

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

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

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

**AC1.7: Explain the importance of storing information securely**

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

## Information for tutors

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### Suggested resources

#### Books

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

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

#### Websites

[www.something4.com/news/sales-order-processing](http://www.something4.com/news/sales-order-processing) – provides an over view of a generalised sales order processing system.

### Assessment

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

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

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

#### Unit assessment requirements

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

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: [www.pearsonwbl.edexcel.com](http://www.pearsonwbl.edexcel.com)

## Unit assessment guidance

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

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

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

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

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

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

## **Unit 34: Meeting Customers' After Sales Needs**

|                               |                   |
|-------------------------------|-------------------|
| <b>Unit reference number:</b> | <b>502/8601</b>   |
| <b>QCF level:</b>             | <b>2</b>          |
| <b>Credit value:</b>          | <b>3</b>          |
| <b>Guided learning hours:</b> | <b>14</b>         |
| <b>Unit type:</b>             | <b>Competence</b> |

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### **Unit summary**

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

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

## Learning outcomes and assessment criteria

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

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

## Information for tutors

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### Suggested resources

#### Book

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

#### Websites

[www.mrs.org.uk](http://www.mrs.org.uk) – the Market Research Society, information on how to conduct marketing research

### Assessment

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

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

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

#### Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Sales Assessment Strategy in *Annexe C*. If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: [www.pearsonwbl.edexcel.com](http://www.pearsonwbl.edexcel.com)

#### Unit assessment guidance

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

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

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



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

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

# **Unit 35: Handling Objections and Closing Sales**

**Unit reference number: M/502/8606**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 22**

**Unit type: Competence**

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## **Unit summary**

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

In this unit you will learn how to handle objections and close sales by learning about the different types of sales and how these can lead to objections. You will know how to clarify different objections and how to communicate appropriately through questioning and empathy. You will know the industry and sector that you are involved in and what you can and cannot do within your own limits when dealing with objections. You will also need to know different types of buying signals and how you can up sell, add on sales and cross sell.

## Learning outcomes and assessment criteria

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

| Learning outcomes                           | Assessment criteria  |
|---|--|
| 1 Understand how to handle sales objections | <ul style="list-style-type: none"><li>1.1 Explain the difference between standard and non-standard sales</li><li>1.2 Explain how to clarify objections and identify potential sales opportunities from them</li><li>1.3 Describe how to use questioning techniques to explore and resolve customer issues</li><li>1.4 Explain how to empathise with and reassure the customer</li><li>1.5 Explain the difference between hypothetical and real objections</li><li>1.6 Explain how knowledge of products and services can be used to answer objections</li><li>1.7 Explain how competitor activity may affect the potential sale</li><li>1.8 Describe how industry/sector pricing structures may have an impact on sales objections</li><li>1.9 Explain the scope of authority and responsibility when dealing with objections</li><li>1.10 State who to go to when in need of support to overcome objections</li></ul> |

| Learning outcomes                  | Assessment criteria   |
|------------------------------------|---|
| 2 Understand how to close the sale | 2.1 Explain how to identify verbal and non-verbal buying signals as signs of whether to move towards closing the sale<br>2.2 Explain how to perform a trial close<br>2.3 Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale<br>2.4 Explain potential barriers to closing the sale<br>2.5 Explain a range of ways to close the sale                                       |
| 3 Be able to handle objections     | 3.1 Clarify the nature and extent of objections<br>3.2 Explain to the customer the concessions available within the scope of authority<br>3.3 Follow organisational procedures for dealing with objections<br>3.4 Promote the benefits of products and/or services to overcome objections<br>3.5 Use testimonials to overcome objections<br>3.6 Refer to those in authority when dealing with objections outside the scope of own authority |
| 4 Be able to close the sale        | 4.1 Perform a trial close and ask for the order when objections have been met<br>4.2 Make use of add-on, up-selling or cross-selling opportunities<br>4.3 Follow organisational procedures for accepting confirmation of an order   |

## Unit amplification

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### **AC1.1: Explain the difference between standard and non-standard sales**

- *Standard sales:* selling within set procedures, limits, service level agreements, set industry guidelines, providing regular products/services which are normally offered
- *Non-standard sales:* selling outside of set guidelines, limits, procedures, service level agreements, providing products/services outside of the norm

### **AC1.2: Explain how to clarify objections and identify potential sales opportunities from them**

- *Objections:* types of objections, e.g. need, time, features, price, trustworthiness of source
- *How to clarify objections:* use of questioning techniques, e.g. open-ended and probing questions; active listening; understanding the real reason behind the objection, e.g. why the customer cannot afford the product
- *How to identify potential sales opportunities:* e.g. being attentive to buying signals and triggers, using information from past sales experiences, using reasons for customer objections to identify specific needs

### **AC1.3: Describe how to use questioning techniques to explore and resolve customer issues**

- *How to use questioning techniques:* examples include using open questions for developing a conversation; closed questions for factual information; leading questions for closing a sale; probing questions for gaining clarification; rhetorical questions for engaging the listener/customer

### **AC1.4: Explain how to empathise with and reassure the customer**

- *How to empathise:* techniques include listening actively, apologising for problems, relating to why they are upset/angry, expressing a desire to help, being polite
- *How to reassure:* behaviours such as warm, caring and calm tone; techniques such as clarifying your understanding of the objection with the customer, use of bridging technique, agreeing a mutual solution to objection, following up as necessary

**AC1.5: Explain the difference between hypothetical and real objections**

- *Hypothetical objections:* misunderstanding of product/service being sold; based on fear that the product will not live up to expectations, e.g. 'what if' objections
- *Real objections:* real concerns that the customer has about the product and service, e.g. pricing, service, quality

**AC1.6: Explain how knowledge of products and services can be used to answer objections**

- *Knowledge of products and services:* types, e.g. features and benefits, service offer, price, warranties
- *Using knowledge of products and services to answer objections:* examples include, using features and benefits of product/services to deal with objections based on need or features; using warranty terms and service offer to deal with objections around trustworthiness and price

**AC1.7: Explain how competitor activity may affect the potential sale**

- *Competitor activity:* types of activity, e.g. advertising campaigns, sales promotional activities, product and brand launches, charity and environmental work
- *Possible effect of competitor activity on potential sale:* customer may want product/service for cheaper price; sale may not be closed; sale may need to be adjusted to match competitor or undercut competitor

**AC1.8: Describe how industry/sector pricing structures may have an impact on sales objections**

- *Pricing structures:* dependent on the nature of the industry; structures could include profitability pricing, volume pricing, competitive pricing, prestige pricing
- *Possible impact of pricing in sales objections:* less ability to adjust pricing to meet customer needs; pricing may be falsely inflated/deflated; inability to resolve customer objections in terms of pricing

**AC1.9: Explain the scope of authority and responsibility when dealing with objections**

- *Scope of authority and responsibility:* based on factors such as standard pricing and discounting policy, non-standard sale sign off, warranty and after service offers, level of seniority to be able to agree higher changes in pricing levels, autonomy to be able to sign off 'one off' specific service offer sales

**AC1.10: State who to go to when in need of support to overcome objections**

- *Support to overcome objections:* examples of sources of support include manager, senior sales person, finance department, legal team

**AC2.1: Explain how to identify verbal and non-verbal buying signals as signs of whether to move towards closing the sale**

- *Verbal signals:* use of possessive language such as use of 'I'; customer stating how they will use the product/service; asking about the price and product in detail; asking another person's opinion
- *Non-verbal signals:* e.g. looking around for someone to help; spending time looking at one product type; examining their money; positioning of body, gestures; movement toward payment point or paperwork for signing

**AC2.2: Explain how to perform a trial close**

- *Trial close:* definition (customer readiness test to close sale); purpose, e.g. sales person can evaluate the readiness of asking for the sale, test customer likelihood to buy, i.e. cold, warm, hot
- *How to perform trial close:* techniques such as use of trial close questioning e.g. "what do you think about...."; being quiet and listening carefully to customer responses; seeking customer approval instead of seeking commitment

**AC2.2: Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale**

- *Add-on sales, cross-selling and up-selling:* definition of terms; differences in how each is used in the sales process, e.g. at the time of a sale, after a sale
- *How to identify opportunities:* using product knowledge, e.g. whole product range and services and how they link together, product features and benefits; using sales techniques, e.g. buying signals and triggers, questioning techniques to identify customer needs, gauging the customer's mood, timing; using customer data, e.g. customer current purchases, purchase history

**AC2.3: Explain potential barriers to closing the sale**

- *Potential barriers:* e.g. concerns of the customer, the customer defers making a decision, the customer's fears/doubts, sales person does not read the signals the customer is giving, the customer does not trust the salesperson, running out of time

**AC2.4: Explain a range of ways to close the sale**

- *Closing the sale:* use of organisational procedures and process; using closing techniques, e.g. trial close, direct close, indirect close, negotiated close, alternative close

## Information for tutors

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### Suggested resources

#### Book

Lancaster G and Jobber D – *Selling and Sales Management*, 8th Edition (FT Prentice Hall, 2009) ISBN 9780273720652

#### Websites

[www.mindtools.com](http://www.mindtools.com) – Mindtools has career management information, including information on communication skills and useful information for questioning techniques and what each is used for.

[www.wikihow.com](http://www.wikihow.com) – has useful information for ways to close a sale.

### Assessment

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

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

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

#### Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Sales Assessment Strategy in *Annexe C*. If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).

Further guidance on RWEs can be found in the document *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* available on our website: [www.pearsonwbl.edexcel.com](http://www.pearsonwbl.edexcel.com)



## Unit assessment guidance

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

Holistic assessment is a suitable approach for this unit with observation being best practice and a primary source of evidence for learning outcomes 3 and 4. The learner can be observed unobtrusively by the assessor whilst the learner is handling an objection and/or closing a sale. Product evidence seen during an observed performance or separately from observed performance must be evaluated and commented on by the assessor. Examples of product evidence could include a written order placed as a result of the interaction with the customer, notes detailing customer requirements, and emails sent by the learner confirming the agreement. The evidence to support the achievement of these learning outcomes can also be supported by a witness testimony from an appropriate person within the workplace, such as a team leader confirming that they have handled customer objections competently.

Professional discussion is a valid assessment method for providing supplementary evidence for learning outcomes 3 and 4 as well as providing evidence to meet the requirements of learning outcomes 1 and 2. The assessment of these learning outcomes should be integrated as far as possible in the assessment of learning outcomes 3 and 4 to give the learner the opportunity to apply their knowledge and understanding to their work context. For example, the learner could explain how their knowledge of the organisation's products and services has helped them to handle a specific objection satisfactorily (AC1.6). The learner's responses must be at the appropriate depth and breadth to meet the level of demand of the knowledge assessment criteria; for example, the response for AC1.2 must have sufficient detail about how objections can be clarified and how potential sales can then be identified from them.

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

## **Unit 36: Deal with Incidents through a Contact Centre**

**Unit reference number:** K/503/0421

**QCF level:** 2

**Credit value:** 7

**Guided learning hours:** 40

**Unit type:** Competence

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### **Unit summary**

This unit is about being able to deal with critical incidents through a contact centre and being able to use contact centre communications systems to direct resources to deal with an incident. The management of critical incidents can be a major issue for businesses where timely, professional interventions in times of crisis will help to minimise the level of disruption an incident may have on an organisation and its performance. The communication of essential information to the community can help the organisation to manage the message that is reaching the public and enhance awareness of the implications of the incident.

In this unit you will be able to demonstrate your ability to handle critical incidents competently. You will be able to show that you can manage the deployment of resources following the organisations guidelines in the most efficient way possible. You will learn how to prioritise the deployment of resources to respond to an incident and when to escalate the response if the incident requires additional resources. A well-managed intervention by a critical incident team can help an organisation to manage and contain the impact of an event and enhance the organisations reputation.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Be able to deal with incidents through a contact centre</p>                                      | <p>1.1 Respond to incoming calls in a calm and professional manner</p> <p>1.2 Maintain control of the conversation</p> <p>1.3 Record the contact and information in an incident log in accordance with organisational procedures</p> <p>1.4 Assess and prioritise reported incidents in accordance with organisational procedures</p> <p>1.5 Pass accurate and concise contact information to those responsible for taking action in accordance with organisational procedures</p> <p>1.6 Provide information, advice and support in response to requests in accordance with organisational procedures</p> <p>1.7 Escalate incident responses in accordance with organisational procedures</p> |
| <p>2 Be able to use contact centre communications systems to deploy incident management resources</p> | <p>2.1 Communicate with external organisations in accordance with organisational procedures</p> <p>2.2 Use the most efficient means (voice or data options) to communicate with those dealing with the incident</p> <p>2.3 Use agreed conventions of wording, style and approach appropriate for different communication media</p>   |

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>3 Understand how to deal with incidents in a contact centre</p> | <p>3.1 Describe the incident management services offered by the contact centre</p> <p>3.2 Describe the impact of regulation or legislation on incident management</p> <p>3.3 Describe the purpose and use of decision trees</p> <p>3.4 Describe how to determine the appropriate allocation of resources to incidents</p> <p>3.5 Describe the boundaries of a contact incident that justify actions being escalated to different levels of response</p> <p>3.6 Describe the nature and limits of instructions and advice that can be passed on to a contact reporting an incident</p> <p>3.7 Describe standard wording and codes used by the organisation when dealing with incident management</p> <p>3.8 Describe the type and extent of resources available for deployment in incident management</p> |

## Unit amplification

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### **AC3.1: Describe the incident management services offered by the contact centre**

- *The knowledge to meet this AC depends on the particular organisational context and service offer. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Incident management (IcM):* definition, i.e. the activities of an organisation to identify, analyse, and correct hazards to prevent a future re-occurrence.
- *Services may include:* domestic, e.g. helpline services, maintenance and call out; utilities, e.g. reporting faults, installation; emergencies, e.g. Fire, Police, Ambulance; medical, e.g. NHS Direct; specialist, e.g., pandemic health issues, pollution control; commercial, e.g. IT disaster recovery

### **AC3.2: Describe the impact of regulation or legislation on incident management**

- *Regulation:* Control of Major Accident Hazards Regulations 1999 (COMAH); Pipelines Safety Regulations 1996; The Radiation (Emergency Preparedness and Public Information) Regulations 2001 (REPPIR)
- *Legislation:* Civil Contingencies Act 2004 (CCA); Data Protection Act 2003 (DPA); Health and Safety Act 1974
- *Impact on incident management:* e.g. lessening the effects of an incident, informing people who may be affected by the incident, staff education, training staff to handle incidents, identification of potential hazards, duty of care to vulnerable people, control of noxious and toxic emissions, upholding business continuity

### **AC3.3: Describe the purpose and use of decision trees**

- *Decision trees:* definition (probability based analytical tool); diagram features, e.g. root node, decision node, chance nodes, endpoint; purpose, i.e. support decision-making process; uses, e.g. predict or explain the outcome of a course of action, shows relationships between multiple solution options, identifies optimal solution to a problem with multiple outcomes, identifies risks and rewards of different solutions

### **AC3.4: Describe how to determine the appropriate allocation of resources to incidents**

- *Allocating resources to incidents :* determining factors, e.g. impact and urgency (priority codes e.g. Critical, High, Medium, Low), scoring systems, response time frames

**AC3.5: Describe the boundaries of a contact incident that justify actions being escalated to different levels of response**

- *Boundaries:* definition, i.e. predetermined critical incident response boundaries e.g. Critical, High, Medium and Low, trigger levels
- *Escalation:* OODA principles e.g. Observe, Orient, Decide, and Act; repeating OODA cycles

**AC3.6: Describe the nature and limits of instructions and advice that can be passed on to a contact reporting an incident management**

- *Nature:* pragmatic reporting, using authorised reporting channels, remaining on message, documenting an incident for future review, learning from an incident
- *Limits:* controlling information flows, integrated reports to maintain a standard message, only authorised personnel providing instructions and advice, reporting an incident to government agencies e.g. The Environment Agency

**AC3.7: Describe standard wording and codes used by the organisation when dealing with incident management**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Standard words and codes:* a system of letters, words and numbers used for brevity to convey a certain meaning to a recipient such as in the phonetic alphabet e.g. Alpha = A, Bravo = B, etc. Incident coding systems e.g. Code 1 = fire, code 2 = flood, etc.

**AC3.8: Describe the type and extent of resources available for deployment in incident management**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Possible types of resources:*
  - o *Internal:* e.g. people, facilities, communications and warning technologies, fire protection and life safety systems, pollution control systems, equipment, materials and supplies
  - o *External:* e.g. funding, special expertise, information about the threats or hazards, emergency services, contractors, partners

## Information for tutors

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### Suggested resources

#### Books

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

Faggiano V, McNall J and Gillespie T – *Critical Incident Management: A Complete Response Guide*, 2nd Edition, (CRC Press, 2011) ISBN 9781439874547

Fink S – *Crisis Communications: The Definitive Guide to Managing the Message* (McGraw-Hill Professional, 2013) ISBN 9780071799218

#### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

The primary source of evidence for demonstrating achievement of learning outcome 1 is direct observation of the learner dealing with incidents through a contact centre. Incidents could include a fire alarm, flood, explosion, loss of computer services, a major accident or an act of terrorism. The learner's evidence of competence could be supported by inspecting work products such as emails, text messages, audio recordings of the learner responding to incidents and log records of the incident.

Evidence for learning outcome 2 could be gathered from observation of the learner dealing with a live incident, but where this is not possible work products such as emails, text messages, audio recordings of the learner responding to incidents, log records of the incident and witness testimony could be used. A professional discussion could be used to confirm that the learner's knowledge and to corroborate the work product evidence.

Questions and answers (Q&A) could be used to corroborate the competence of the learner and provide evidence of achievement for learning outcome 3. For example, for AC3.1 the learner should be able to describe the incident management services offered by the employing organisation. A further example of evidence for AC3.5 might be that the learner can describe the points when an incident would be escalated from one response level to a higher level or, indeed, to a lower level as the incident is managed.

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



# **Unit 37: 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 type: Competence**

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## **Unit summary**

Contact centres are used by many organisations as a means of selling their products and/or services to their customers. These contact centres require their staff to be fully competent in order to be effective in the selling process and have the knowledge to advise customers on products and or/services which best meet their needs. This unit is primarily for those who are already working in a contact centre and will have the opportunity to demonstrate these skills.

This unit is designed to help you understand the different techniques used when conducting sales activities in a contact centre, such as being able to describe the feature and benefits of the products or service your organisation offers, and the common objections given by your customers. You will develop an understanding of your organisation's policies and procedures for conducting sales activities. You will also have the opportunity to develop and demonstrate your skills in carrying out direct sales activities in a contact centre environment.

## Learning outcomes and assessment criteria

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

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>4 Be able to comply with regulations and legislation during direct sales in a contact centre</p> | <p>4.1 Identify the regulatory requirements that have an impact on direct sales activities through a contact centre</p> <p>4.2 Ensure compliance with regulations during direct selling through a contact centre</p>  |
| <p>5 Understand how to conduct sales activities in a contact centre</p>                             | <p>5.1 Describe the features and benefits of the products and/or services offered or supported by the contact centre</p> <p>5.2 Describe the organisational policies and procedures for direct sales through a contact centre</p> <p>5.3 Describe the organisational requirements and regulation or legislation that have an impact on direct sales activities</p> <p>5.4 Describe the common objections and questions raised by customers during direct selling</p> <p>5.5 Explain how to identify cross-selling and up-selling opportunities</p> <p>5.6 Describe different methods of researching potential new customers</p> <p>5.7 Explain how to retrieve information from organisational sales records</p> <p>5.8 Describe the organisational procedures for ensuring compliance with relevant regulation and legislation that have an impact on direct selling</p> |

## Unit amplification

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### **AC5.1: Describe the features and benefits of the products and/or services offered or supported by the contact centre**

- *The knowledge to meet this AC depends on particular organisational context and service offer. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *General knowledge includes: definition and distinction of 'features' and 'benefits'; examples of features and benefits of organisational products and/or services*

### **AC5.2: Describe the organisational policies and procedures for direct sales through a contact centre**

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Organisational policies and procedures: relevant organisational policies, e.g. Service Level Agreements (SLAs), return and exchange policies, greeting script; relevant procedures, e.g. procedures for greeting customers, identity checking procedures, authorising payment procedures, procedures for closing and recording sales*

### **AC5.3: Describe the organisational requirements and regulation or legislation that have an impact on direct sales activities**

- *Organisational requirements: dependent on particular organisation; requirements could be based on SLAs, customer charter, service offer*
- *Legislation: Consumer Protection Act 1987; The Consumer Protection from Unfair Trading Regulations 2008; Trades Description Act 1968; Sale of Goods Act 1979; Data Protection Act; Consumer Credit Act 1974*
- *Regulations: The Payment Services Regulations 2009; Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013*

### **AC5.4: Describe the common objections and questions raised by customers during direct selling**

- *Objections: types of objections, e.g. need, time, features, price, trustworthiness of source; hypothetical objections, real objections*
- *Common questions: e.g. price, availability, suitability, details of guarantee and/or warranty, origin of goods, ethical*

**AC5.5: Explain how to identify cross-selling and up-selling opportunities**

- *Cross-selling and up-selling:* definition of terms; differences in the purpose and use of each
- *How to identify opportunities:* using product knowledge, e.g. whole product range and services and how they link together, product features and benefits; using sales techniques, e.g. buying signals and triggers, questioning techniques to identify customer needs, gauging the customer's mood, timing; using customer data, e.g. customer current purchases, purchase history

**AC5.6: Describe different methods of researching potential new customers**

- *Researching potential new customers:* qualitative and quantitative research; internet and website tools, e.g. search engine optimization (SEO), Google Analytics, Google alerts, blogs, podcasts; professional and social networks (social media), e.g. LinkedIn, Facebook, Twitter; reviewing research produced by competitors; use of government statistics; survey of current customers

**AC5.7: Explain how to retrieve information from organisational sales records**

- *The knowledge to meet this AC depends on particular organisational systems and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Information management:* types of information management systems (manual and computer-based); classification systems and conventions; methods of retrieving information, e.g. use of search criteria

**AC5.8: Describe the organisation procedures for ensuring compliance with relevant regulation and legislation that have an impact on direct selling**

- *The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*
- *Procedures for ensuring compliance with relevant regulation and legislation:* e.g. order cancellation rights, cooling off period, rights on termination of a contract, keeping sales records, authorisation of sales, authorisation of refunds, customer service policy, sales administration policy, sales calls management policy

## Information for tutors

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### Suggested resources

#### Books

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

Collier M – *The Ultimate Online Customer Service Guide: How to Connect with your Customers to Sell More!* (John Wiley & Sons, 2011) ISBN 9780470637708

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

Denny R – *Winning New Business: Essential Selling Skills for Non-Sales People* (Kogan page, 2010) ISBN 9780749459888

Leland K and Bailey K – *Online Customer Service for Dummies*, (Wiley Publishing Inc., 2001) ISBN 9780764553165

Nash S and Nash D – *Exceeding Customer Expectations; find out what your customers want - and give them even more*, (Pathways, 2000) ISBN 9781857035643)

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

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

#### Websites

[www.callcentrehelper.com](http://www.callcentrehelper.com) – an online contact centre magazine covering topical subjects

[www.huffingtonpost.com/paul-proctor](http://www.huffingtonpost.com/paul-proctor) – article on social media for business titled '3 Steps to Perfecting the Right Social Media Mix for Your Small Business' by Paul Proctor

[www.customerserviceexcellence.uk.com](http://www.customerserviceexcellence.uk.com) - provides customer service best practice case studies.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com) – the independent, professional membership body for the customer service sector. There is a resources section where a glossary of terms, downloadable resources and guidance notes are available.

## Assessment

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

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

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

### Unit assessment requirements

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

### Unit assessment guidance

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

Learning outcomes 1-4 are competency based; therefore the learner should be assessed using methods of assessment that will confirm competence. This could be direct observation of the learner selling to customers, where they have established the customer's identity and taken them through the entire selling process (learning outcome 2). Direct observation could be supported with product evidence of customer records or a learner statement confirming how the learner gathered the information needed to undertake the task of direct selling (learning outcome 1) and how they recorded the outcome of the observed selling activity ( learning outcome 3). A witness testimony could be used to confirm that the learner identified and then complied with the relevant regulations and legislation whilst undertaking the direct selling activity to meet learning outcome 4.

Learning outcome 5 is knowledge based and focuses on how to conduct sales activities in the learner's organisation. The learner's knowledge of the organisational procedures, systems and policies should be assessed against the assessment criteria using Question and Answer (Q&A) or a learner statement. The learner's responses must be at the appropriate depth and breadth to meet the level of demand of the assessment criteria.

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

# **Unit 38: Negotiate in a Business Environment**

**Unit reference number: H/506/1912**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 18**

**Unit type: Competence**

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## **Unit summary**

Negotiation skills are vital when working in a business environment. Negotiation means effectively being able to articulate your position on issues to gain support from others, generate multiple alternatives to a problem and to present these in an effective way.

An effective negotiator works to achieve 'win/win' outcomes that others can accept and utilises skills such as diplomacy and compromise. Negotiation is based on good communication skills; however, there are a number of tools and techniques that can be used for effective negotiation. Negotiating is about achieving results, but is not necessarily about being results-oriented.

In this unit you will learn how to develop relevant and appropriate strategies for successful negotiation. You will demonstrate skills and behaviours and the use of negotiation techniques to resolve different situations within a business environment. You will consider the effectiveness of the negotiation techniques and explore the benefits of researching other parties involved before negotiations taking place. You will take part in negotiations within a business context and apply identified negotiation strategies and techniques to conclude negotiations and achieve objectives.



## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Understand the principles underpinning negotiation</p> | <p>1.1 Describe the requirements of a negotiation strategy</p> <p>1.2 Explain the use of different negotiation techniques</p> <p>1.3 Explain how research on the other party can be used in negotiations</p> <p>1.4 Explain how cultural differences might affect negotiations</p>   |
| <p>2 Be able to prepare for business negotiations</p>       | <p>2.1 Identify the purpose, scope and objectives of the negotiation</p> <p>2.2 Explain the scope of their own authority for negotiating</p> <p>2.3 Prepare a negotiating strategy</p> <p>2.4 Prepare fall-back stances and compromises that align with the negotiating strategy and priorities</p> <p>2.5 Assess the likely objectives and negotiation stances of the other party</p> <p>2.6 Research the strengths and weaknesses of the other party</p> |
| <p>3 Be able to carry out business negotiations</p>         | <p>3.1 Carry out negotiations within responsibility limits in a way that optimises opportunities</p> <p>3.2 Adapt the conduct of the negotiation in accordance with changing circumstances</p> <p>3.3 Maintain accurate records of negotiations, outcomes and agreements made</p> <p>3.4 Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations</p>                                  |

## Unit amplification

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### **AC1.1: Describe the requirements of a negotiation strategy**

- *Negotiation strategies:* types, e.g. problem solving, contending, yielding, compromising, inaction
- *Components of a negotiation strategy:* process, e.g. prepare, discuss, clarify goals, propose, negotiate, agree, implement action; approach, e.g. hard, soft, assertive, empathetic
- *Desired negotiation outcomes:* defeat other party, collaborate, accommodate, withdraw
- *Requirements of negotiation:* e.g. reach an understanding, resolve points of difference, to gain advantage, craft outcomes that satisfy interests
- *Consequences of negotiation:* win, lose, alternative solutions

### **AC1.2: Explain the use of different negotiation techniques**

*Negotiation techniques:*

- *Pre Negotiation:* problem analysis, e.g. interests of other party; preparation, e.g. identifying negotiation goals and outcomes, conducting research on other party, setting negotiation parameters and fall-back position, confirming available resources
- *During Negotiation:* active listening, e.g. body language; emotional control, e.g. head over heart; verbal communication, e.g. clear, effective, state desired outcomes, questioning, exercising silence; collaboration and teamwork, e.g. working towards mutually agreeable solutions; problem solving, e.g. solving the problem rather than focussing on the goal; decision making, e.g. being decisive; interpersonal skills, e.g. forming working relationships, patience, powers of persuasion; ethics and reliability, e.g. maintaining ethical standards, trust, executing promises and agreements

### **AC1.3: Explain how research on the other party can be used in negotiations**

- *Other party:* colleague, direct report, management, e.g. middle, senior, executive; customers, suppliers
- *Research uses:* inform your negotiation strategy, gain advantage
- *Research areas:* who they are, interests, strengths and weaknesses, performance, expected outcome, negotiating style, what they have to trade, perceived needs, issues that can influence their outcome, potential barriers to negotiation

**AC1.4: Explain how cultural differences might affect negotiations**

- *Cultural differences:* people, e.g. religion, nationality, past experiences; businesses, e.g. operations, ethics, reputation; nations, e.g. language, infrastructure, government
- *Effects:* proactive, e.g. appropriate communication, appropriate negotiation style; reactive, e.g. risk of misunderstanding or misinterpretation

## Information for tutors

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### Suggested resources

#### Books

Borg J – *Body Language: 7 Easy Lessons to Master the Silent Language*, (Pearson, 2009) ISBN 9780137002603

Borg J – *Persuasion: The Art of Influencing People*, 3rd Edition (Pearson, 2010) ISBN 9780273734161

Boynton A and Fischer B – *Virtuoso Teams: Lessons from Teams That Changed Their Worlds*, (Financial Times/Prentice Hall, 2005) ISBN 9780273702184

Goleman D – *Emotional Intelligence & Working with Emotional Intelligence*, (Bloomsbury Publishing, 2004) ISBN 9780747574569

#### Websites

[www.entrepreneur.com](http://www.entrepreneur.com) – Entrepreneur has a useful article about negotiating in business by Michael Sanibel published August 2009, titled *The Art of Negotiating*

[www.flyingsolo.com](http://www.flyingsolo.com) – Flying Solo has some useful tips for negotiating in business

### Assessment

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

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

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

#### Unit assessment requirements

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

## Unit assessment guidance

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

For learning outcome 1, assessors should ensure learners adhere to the use of command verbs such as 'describe' and 'explain'. Guidance may be needed to clarify requirements of command verbs before assessment activities are planned.

For AC1.1 and AC1.2, assessors should consider capturing evidence of knowledge and understanding through well-structured and pre-planned professional discussions or question and answer (Q&A) sessions that enable learners to demonstrate a full understanding of the requirements of a negotiation strategy and techniques. The professional discussion or question and answer sessions should be set in the context of the learner's work as far as possible to provide the opportunity for the learner to link and apply their knowledge and understanding to their work activities.

For AC1.4, assessment could include discussions or oral question and answer sessions providing opportunities for the learner to explain how they have considered cultural differences in negotiation strategies. Assessors could have the opportunity to capture the consideration of cultural differences through observations of negotiations. This could be supported with a question and answer session to the learner about how cultural differences affected their negotiations or could have affected their negotiations, depending on the situation.

Learning outcomes 2 and 3 could largely be assessed through work products. For AC2.1, AC2.3 and AC2.4 learners could provide naturally occurring evidence such as negotiation plans, project plans or documented negotiation objectives. Where naturally occurring evidence is available for assessment, this will provide opportunities to holistically assess; however further professional discussion could be required in order to confirm competence when preparing and using negotiation strategies in their role.

Depending on the style of the negotiation (formal or informal), learners may or may not generate naturally occurring evidence therefore alternative methods of assessment will be required.

For AC2.5 and AC2.6, work product evidence could take the form of research notes on the other party, which have been used to inform negotiation strategies. This could be combined with AC1.3 to give learners opportunities to provide examples of research activities undertaken and what they have learned about other parties.

For AC3.3, the learner could demonstrate the maintenance of records through work product. For example internal and/or external communications such as meeting minutes and emails, supplemented with witness testimonies from colleagues who have been present during these negotiations.

For AC2.2 evidence could include professional discussions surrounding responsibilities and scope for negotiations, alternatively, learners can choose to present detailed reflective accounts for assessment. Assessors are encouraged to assess AC2.2 early into this unit, outcomes of which could inform assessment plans for other assessment criteria, particularly in learning outcome 1.

For AC3.1 and AC3.2, opportunities for direct observation could be available to assess competence when applying appropriate negotiation techniques. Where opportunities to observe are not possible, learners can choose to provide detailed reflective accounts of situations where they have taken part in negotiations with other parties, supported with witness testimony to confirm validity. This evidence could provide links to AC1.2 and AC1.3 through learner reflection on their use of research into other parties, the use of negotiation techniques and the effectiveness of these processes.

For AC3.4, learners should be able to confirm adherence to policies and procedures in the context of their role and the negotiations being assessed. This could be assessed through reflective account, supported with witness testimony to confirm validity. Policies and procedures could relate to communications, human resources (employment law), business planning and objectives or organisational values. Ethics could be assessed in conjunction with AC1.4 and associated assessments of competence where cultural differences have been considered in negotiations.

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

# Unit 39: **Bespoke Software**

**Unit reference number:** F/502/4396

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 20

**Unit type:** Competence

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## **Unit summary**

Bespoke software is software that is created to perform a specific function in an organisation.

In this unit you will learn how data can be edited and manipulated through software tools to meet specified needs and presentation requirements. This includes combining data from different sources and responding to error messages generated during data input.

## Learning outcomes and assessment criteria

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

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>1 Input and combine information using bespoke applications</p>                         | <p>1.1 Input relevant information accurately so that it is ready for processing</p> <p>1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software</p> <p>1.3 Respond appropriately to data entry error messages</p> |
| <p>2 Use appropriate structures to organise and retrieve information efficiently</p>      | <p>2.1 Describe what functions to apply to structure and layout information effectively</p> <p>2.2 Select and use appropriate structures and/or layouts to organise information</p> <p>2.3 Apply local and/or legal guidelines and conventions for the storage and use of data, where available</p> |
| <p>3 Use the functions of the software effectively to process and present information</p> | <p>3.1 Select and use appropriate tools and techniques to edit, process and format information</p> <p>3.2 Check information meets needs, using IT tools and making corrections as necessary</p> <p>3.3 Select and use appropriate methods to present information</p>                                |



## Information for tutors

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### Suggested resources

#### Books

The textbooks used depend on which software is used. The software manufacturer's user guides and resources are often sufficient for the level of work required in this unit. Third party user guides such as in-house tutorials, may also be available for bespoke software.

#### Websites

Some bespoke software packages have their own websites/help pages. These are often sufficient for the level of work required in this unit.

#### Other

Learners need access to suitable hardware and software plus resource material such as images and sound files. The exact nature of the hardware and software will depend on the packages used for training and assessment.

### Assessment

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

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

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

#### Unit assessment requirements

Evidence of achievement can be derived from a variety of sources. Learners who use IT skills directly in their day-to-day work can prove their competence while doing so. Alternatively, learners can use scenarios and knowledge tests, or a mixture of both, to demonstrate competence.

For further guidance on assessing this unit, please refer to the e-skills UK ITQ Assessment Strategy in *Annexe D*.

## Unit assessment guidance

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

The primary source of evidence for demonstrating achievement of learning outcome 1, learning outcome 2 and learning outcome 3 is direct observation of the learner using bespoke software in carrying out their work activities. Bespoke software can relate to any software that is unique to the business.

The evidence from the direct observation could be supported by examining work products – this provides further evidence to meet the requirements, for example AC1.1, AC1.2, AC2.2, AC3.1 and AC3.3. To achieve AC1.3 and AC2.3, learners need to provide evidence that they have responded appropriately to data entry error messages and applied local and legal guidelines and conventions when storing data. This can be in the form of screen shots. Witness testimony can be used to support the evidence from direct observation for AC1.3 and AC2.3.

Questions and answers (Q&A) could be used to assess AC2.1 and AC3.2. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria; for example learners need to describe the functions to apply to structure and layout information (AC2.1) and check information meets needs making corrections where necessary (AC3.2).

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

## 12 Further information and useful publications

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

- Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Pearson Work Based Learning: **[www.edexcel.com/about-wbl/Pages/Contact-us.aspx](http://www.edexcel.com/about-wbl/Pages/Contact-us.aspx)**
- books, software and online resources for UK schools and colleges: **[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)**

Key publications:

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

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: [www.edexcel.com/quals/NVQ-competence-based-qcf/Pages](http://www.edexcel.com/quals/NVQ-competence-based-qcf/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, [www.edexcel.com](http://www.edexcel.com)

# 13 Professional development and training

## Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

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

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

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## Training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website at: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

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

## Online forum

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

## 14 Contact us

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

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

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

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

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

If you would like to register a complaint with us, please email [wblcomplaints@pearson.com](mailto:wblcomplaints@pearson.com).

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

# Annexe A: Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership

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## 1. Introduction

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

This document outlines Skills CFA principles in regards to:

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

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

This strategy should only be used for the assessment of the Business Administration, Customer Service and Management and Leadership competence-knowledge based units and qualifications owned by Skills CFA. Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies. Awarding Organisations may assess knowledge-only units as they see fit.

## 2. External quality control of assessment

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

### 2.1 External verification

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

### 2.2 Risk assessment

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

### 2.3 Data requests

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



### 3. Requirements of assessors, external and internal verifiers

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

#### 3.1 Assessors

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

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

To be able to assess candidates, Assessors must:

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

**OR**

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

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

### 3.2 External quality assurer (EQA)<sup>1</sup>

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

EQAs must:

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

**OR**

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA<sup>2</sup> and should be supported by a qualified EQA throughout their training period.
- be “occupationally competent”. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process.

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

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<sup>1</sup> Also known as External Verifier (EV)

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

### 3.3 Internal quality assurer (IQA)<sup>3</sup>

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

IQAs must:

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

**OR**

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA<sup>4</sup> and should be supported by a qualified IQA throughout their training period.
- be “occupationally competent”. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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

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<sup>3</sup> Also known as Internal Verifier (IV)

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

## 4. Evidence

### 4.1 Evidence from Workplace Performance

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

### 4.2 Simulation

- Simulation can be applied to all Level 1 Business Administration and Customer Service units.
- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification. Please note: simulation can **only** be applied to the units listed in *Appendix B*.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies. Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in *Appendix A*.

## 5. Employer direct model

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation may choose between:

- Achieving the appropriate regulatory body approved unit qualifications for assessment; **OR**
- Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification

In order to use the employer direct model:

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

## 6. Appendix A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units Section 7:

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

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

the RWE is managed as a real work situation

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

## 7. Appendix B – Simulation: a list of units

Simulation can only be applied to the following competence units:

### Business Administration

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

### Customer Service

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

### Management and Leadership

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

# Annexe B: Skills CFA Assessment Strategy for Contact Centres

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## 1. Introduction

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

## 2. External quality control

- 2.1 Awarding organisations/bodies will provide qualifications and quality assurance that support their delivery to all Contact Centre Operations NVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.
- 2.2 Awarding organisations/bodies will carry out standard risk assessments in each Contact Centre Operations NVQ and competence based qualification assessment centre and manage all identified risks appropriately.
- 2.3 Awarding organisations will consistently apply external verification processes at all Contact Centre Operations NVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.
- 2.4 Awarding organisations/bodies will supply Skills CFA with quarterly reports on:
  - Registration and achievement data at qualification level, and unit level where available

## 3. Assessing performance

- 3.1 Assessment of the units in the Contact Centre NVQs must be undertaken in a real working environment i.e. assessment of candidate performance at work, with the exception of the units assigned to the level 1 Award, which may be assessed in a realistic working environment (RWE) - see section 4 (below).
- 3.2 Units which have been imported by the CFA in their Contact Centre Operations NVQs will be assessed in compliance with the imported assessment strategies.

## 4. Realistic working Environment for NVQ units

- 4.1 Only the Level 1 NVQ Award in Contact Centres can be assessed in a realistic working environment.
- 4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".



## 5. Occupational expertise to assess performance, and moderate and verify assessments

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

- a. **Assessors, moderators or verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification. Those who are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification **should have their decisions countersigned by an individual that is already qualified in that particular role.;**

**OR**

- b. **A trainer, supervisor or manager**, elected by an employer, who must either:
1. Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

**OR**

2. Seek guidance and approval from their awarding organisation to demonstrate that the;
  - Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
  - Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model.

5.2 **Assessors** must be occupationally competent to make Contact Centre Operations assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 **External Moderators/Verifiers or Internal Moderators/Verifiers** must be occupationally competent to make Contact Centre Operations moderation and verification judgements about the quality of assessment and the assessment process.

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

5.5 The CFA and awarding organisations/bodies require all assessors, moderators and verifiers to have a sound knowledge and understanding of Contact Centre competence to deliver these functions. The CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Contact Centre Operations assessment centres.

# Annexe C: Skills CFA Assessment Strategy for Sales

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## 1. Introduction

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

## 2. External quality control

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

## 3. Assessing performance

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

## 4. Simulation of NVQ/SVQ units

- 4.1 If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).
- 4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

## 5. Occupational expertise to assess performance, and moderate and verify assessments

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

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

**OR**

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

1. Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,
2. Seek guidance and approval from an awarding organisation to demonstrate that the:
  - Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
  - Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based, and the A and V units. This is known as the employer direct model in Scotland.

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

5.3 **External Moderators/Verifiers** or **Internal Moderators/Verifiers** must be occupationally competent to make Sales moderation and verification judgements about the quality of assessment and the assessment process.

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

5.5 The sector requires all assessors, moderators and verifiers to maintain current Sales competence to deliver these functions. The CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Sales assessment centres.

# Annexe D: e-Skills ITQ UK Assessment Strategy

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## ITQ Assessment Strategy – England, Wales and Northern Ireland

This document sets out the ITQ assessment strategy appropriate for England, Wales and Northern Ireland. Arrangements for Scotland are published separately. Changes from the existing arrangements are summarised at the end of the document.

### 1. Introduction

#### 1.1 Background to the new ITQ Framework

The 2008 development of the National Occupational Standards (NOS) for Using IT and this associated assessment strategy are a key tool in the planned delivery of the Sector Skills Agreement for IT (SSA).

The SSA is uniting employers, educators, government and others to create a coherent strategy for IT skills based on a common, employer-led plan of action, that will transform the IT skills landscape such that:

- All organisations in every sector will be fully realising the potential of IT to help drive their business goals, so that the UK is a world leader in its exploitation of IT for innovation, service and business competitiveness.
- All individuals in the UK will have - and will continue to develop - the IT user skills necessary to fully participate in the e-economy.
- IT user skills will enhance individuals' employability, social lives and ability to benefit from online services.

World class research cited in the Qualifying for the Information Age – the e-skills UK Sector Qualification and Learning Strategy<sup>1</sup> (SQLS) identifies, that workers in virtually all occupations need to be able to use more sophisticated IT systems more effectively to create new sources of customer value. Users will not only need increased levels of skills in basic desk top technology; they will also increasingly need to be skilled in security management and IT support processes and tools, and also the use of communications and mobile technologies.

The SSA for IT sets out a clear target state for stakeholders delivering and beneficiaries receiving better IT user skills:

- A simplified, flexible framework for recognising achievement in IT skills operates across the UK, throughout both the education system and industry.

The SQLS, together with the associated Action Plan, designed to deliver on the SSA, identifies the following principle<sup>2</sup> for delivering on this target.

- Principle 4: The ITQ Framework will be used to organise and position learning and qualifications within the coherent environment. All IT user qualifications and learning will be recorded through a recognised Record of Achievement

This means that:

- all IT User qualification and learning will be based on common unit descriptions directly aligned to the National Occupational Standards for IT Users and encompassed in the ITQ Framework
- qualifications and learning are described in a consistent way, which is understood by employers and learners
- learners at all stages will engage with a common environment that will enable seamless progression
- there is recognition and central aggregation of all individuals' elements of learning and achievement within a formal record that is meaningful to employers
- funding agencies are able to monitor achievement and return on investment.

The National Occupational Standards (NOS) for Using IT and enhancement of the flexibility of the ITQ both in terms of content and how it is delivered will form a major part of the implementation of the SQLS for IT users. This will enable further alignment of all IT user qualifications and learning with the NOS, within the ITQ Framework.

## **1.2 Qualifications and Credit Framework**

The ITQ Framework is designed to support the development of IT user qualifications, based on units of credit, for accreditation onto the Qualifications and Credit Framework (QCF)<sup>3</sup>, which is a new way of recognising skills and qualifications. The QCF does this by awarding credit for qualifications and units (small steps of learning). It enables people to gain qualifications at their own pace along flexible routes.

This new approach is anticipated to deliver the following benefits. For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements.

For learning providers (schools, colleges, training providers, workplaces) the QCF will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement
- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements

- help them describe achievements to employers and learners in a language that is easy to understand.

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national framework
- describe levels of achievement in terms everyone can understand
- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

The regulatory arrangements for the QCF<sup>4</sup> set out the following aims and design principles for accredited qualifications.

The aim of the QCF is to support the establishment, maintenance and continuing development of a qualifications system that is:

- inclusive – able to recognise the achievements of all learners at any level and in any area of learning
- responsive – enabling individuals and employers to establish routes to achievement that are appropriate to their needs, and recognized organisations to develop units and qualifications in response to demand
- accessible – building a system based on clear design features that are easy for all users to understand
- non-bureaucratic – based on mutual trust and confidence, supported by a robust and proportionate approach to regulation and quality assurance.

The QCF is designed to provide a structure within which:

- unit-based qualifications can be located
- achievements are recognised through the award of credits and qualifications
- the level and size of achievements can be easily identified
- the mechanisms necessary to allow the accumulation and transfer of credits between qualifications and awarding organisations operate
- learners are given the maximum flexibility and range of opportunities to progress and receive recognition for their achievements.

#### **1.4 England, Northern Ireland and Wales**

The qualifications regulators in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA) have been working to design the regulatory arrangements for the QCF<sup>5</sup>, which were published by Ofqual in August 2008.

Work towards the QCF has been underpinned in particular by the three country test and trial period for the QCF, and also informed by the following developments undertaken in Northern Ireland and Wales.

##### **1.4.1 The Northern Ireland Credit and Transfer Scheme (NICATS)**

The Northern Ireland Credit Accumulation and Transfer System (NICATS)<sup>6</sup> is a framework, which was developed for to allow learning to be recognised in all its shapes and forms, no matter how it is acquired. It is a set of principles and guidelines, which should allow us to value, describe, measure and recognise all learning. This includes learning in traditional settings such as schools, colleges and universities and also learning within the community and the workplace.

It is based on a set of principles and guidelines which allows:

- all candidate achievement to be recognised and recorded on a personal Credit Transcript
- small blocks of learning to be assessed and given credit

Credit provides the basic language for recognising achievement, as a measure of the level of demand of the learning and the amount of learning achieved.

#### 1.4.2 The Credit and Qualifications Framework for Wales (CQFW)

The Credit and Qualifications Framework for Wales (CQFW)<sup>7</sup> started in 2003 and is being progressively implemented. The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.

The vision for the single CQFW will underpin the following five key goals:

- enable everyone to develop and maintain essential skills
- encourage people to become lifelong learners
- exploit the knowledge in businesses and educational institutions
- encourage business and workers to gain new skills
- help people within their communities to develop new skills.

### 1.5 Policy changes

The ITQ assessment strategy is designed to support the development of the SQLS principle for an ITQ Framework, by setting out the requirements for an up-to-date IT user qualification based on the NOS, tailored to the needs of businesses and their staff. The ITQ assessment strategy also needs to take account of changes to policy and the qualifications environment as outlined above and the associated assessment requirements. Key changes include the following.

- Credit frameworks

e-skills UK will derive QCF framework units from the NOS in collaboration with Awarding Bodies to meet employers and learners needs and contribute to the ITQ.
- Embedded Functional Skills<sup>8</sup> [FS] within 14-19 curricula and qualifications

The revised IT User NOS embed the Functional Skills ICT [FS ICT] within the following three areas of competence that relate directly to FS ICT:

  - o *'IT User fundamentals' [IUF:FS]*
  - o *'IT Communication fundamentals' [ICF:FS]*
  - o *'IT Software fundamentals' [ISF:FS]*
- Basic skills

The revised IT User NOS embed ICT Skills for Life and signpost opportunities for naturally occurring numeracy and literacy, within the three areas of competence with embedded FS.

- Personal learning and thinking skills

The revised IT User NOS signpost opportunities for naturally occurring personal, learning and thinking skills [PLTS] within the three areas of competence with embedded Functional Skills [FS] and within the mandatory area of competence 'Improving productivity in using IT'.

- 'Full' level 2 qualification design principles<sup>9</sup>

The revised ITQ has been designed to take account of the proposed credit value of more than 13 credits for a full level 2 qualification.

- Foundation Learning Tier<sup>10</sup>

The revised ITQ framework has also been designed to take account of the proposed progression pathways for the Foundation Learning Tier, through allowing for the inclusion of FS Mathematics and English, and also for personal, learning and thinking skills [PLTS].

## 1.6 Principles of ITQ suite of qualifications

Three principles underpin the proposed ITQ suite of qualifications.

1. Flexibility of approach in response to sector, employer and learner needs:
  - for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software
  - for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement
  - for learners – to ensure they are equipped with the appropriate skills to support their personal or career development.
2. Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:
  - size – from taster courses and bite-sized units to full-time programmes of study
  - level of complexity – from Entry Level to Level 3
  - content – incorporating a range of options for different IT systems and applications.
3. Flexibility of assessment method as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:
  - electronic testing using simulation, tests and tasks
  - portfolio-based evidence demonstrating the application of skills, knowledge and understanding.

## 2. ITQ Assessment strategy

This assessment strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

### 2.1 Scope of the assessment strategy

This assessment strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited onto credit frameworks to be included in the final ITQ Framework (both directly and partly aligned).

During the transition period, the assessment arrangements for existing 'contributing' units and NQF qualifications will apply.



## 2.2 Choice of assessment method

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in *Appendix A*:

## 2.3 Mandatory unit assessment

In order to reflect the standards of competence expected by employers, assessment of the mandatory unit (Improving Productivity using IT) within Certificates and Diplomas must demonstrate that candidates can apply their relevant skills and knowledge to develop a specified outcome, product or solution. The candidate must independently determine, select and apply the necessary IT tools and techniques to achieve their goal.

The assessment design must cover the following aspects:

- Objectives for using IT – understanding the context in which IT is to be used or the conditions that may affect the way IT is to be used; understanding what outcome needs to be developed, and the expectations and requirements that the outcome must meet;
- Application of IT skills and knowledge – understanding what is involved in a piece of work and the best way to get it done;
- Evaluation of the use of IT – being able to evaluate the strengths and weaknesses of the use of IT, including identifying improvements to inform future work

## 2.4 Accreditation of prior achievement (APA)

For candidates starting their studies towards the ITQ under the QCF the process for accreditation of prior achievement is straightforward. Under the QCF, awarding bodies agree to mutual recognition of achievement, so that candidates will be able to count any relevant units towards the ITQ regardless of which awarding body issues the certificates.

Many people may have developed their skills in using IT through undertaking existing or 'legacy' accredited units, qualifications or from non-accredited units and employer training schemes, such as:

- the QCF ITQ in trials between September 07 and August 09
- the current ITQ, which is technically a Scottish or National Vocational Qualification [S/NVQ]
- Functional Skills ICT, ICT Skills for Life [Basic Skills] and in Essential Skills ICT (Northern Ireland);
- legacy units from VQs or VRQs accredited on the National Qualifications Framework (NQF) or accredited by the Scottish Qualifications Authority (SQA);
- vendor units and qualifications; and
- employer training schemes.

The ITQ Framework lists which units or schemes can contribute to the ITQ, and whether there are any limits on counting credit from such achievement. The up-to-date ITQ Framework, will be published on the e-skills UK website.

Acceptance of contributing qualifications is mandatory for all ITQ Awarding Bodies irrespective of the originating Awarding Body (AB). An Awarding Body offering ITQs must accept recognised units and qualifications from any other AB if the following conditions are met:

- the candidate presents the original qualification, unit certificate or other agreed record of achievement for inspection by the ITQ centre; and
- the unit was achieved no more than three years prior to the date of presentation to the centre. It is the responsibility of the AB and their centres to ensure that a representative sample of certificated skills and knowledge are still current.

Some approved contributing units entitle candidates to claim exemptions for more than one ITQ unit. In such cases, the candidate does not have to claim exemptions for all of the possible ITQ units unless he/she chooses to do so.

## **2.5 Progression**

Candidates may carry forward credits for a period of 3 years to support progression from ITQ Award to ITQ Certificate, and from ITQ Certificate to ITQ Diploma or from Level 1 to 2, or Level 2 to 3.

Candidates may not include the same unit at more than 1 level in any qualification. Thus a candidate who has completed, for example, both Word Processing at Level 1 (3 credits) and Word Processing at Level 2 (4 credits) may only count credits from the higher level towards the qualification.

## **2.6 Assessment roles and quality assurance**

### **2.6.1 Assessors, internal and external moderators/verifiers**

The new ITQs are not NVQs, therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

To ensure the quality of assessment decisions, it is expected that awarding bodies will have in place methods to ensure that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development.

e-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.

### **2.6.2 Standardisation, moderation and verification**

Awarding Bodies must use quality assurance systems that are fit for purpose for the assessment method(s) being used and are in line with the relevant regulatory requirements.

For example:

- internal/external moderation of externally set examinations or online tests;
- external moderation of externally set and internally marked tasks;
- records to authenticate candidate's evidence for assessment;
- internal standardisation/external moderation of scenario based assignments set by centres;
- internal moderation/verification of internally assessed evidence by a suitably qualified internal moderator/verifier using procedures approved by the awarding body; and
- external moderation/verification of internally assessed evidence by a suitably qualified external moderator/verifier using procedures specified by the awarding body.

## **2.7 Joint Awarding Body Forum**

Awarding Bodies, through the quality control mechanisms specified by the regulatory authorities, must ensure a rigorous and effective control of centres and the assessment and verification process so that judgement of what is valid, authentic, current, reliable and sufficient evidence is maintained across all assessment contexts.

To ensure consistency of assessment it is required that all Awarding Bodies routinely participate in the e-skills UK Joint Awarding Body Forum which will be the focus for ensuring that assessment and verification of competence is carried out consistently and fairly across all assessment contexts.

The Awarding Body Forum will, within the individual Awarding Bodies agreed methodologies, develop and maintain a common understanding of the standards and promote good assessment and verification practice.

## Appendix A – Guidance for Awarding Bodies on recommended assessment methods

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the Awarding Body.

Whatever method is used, Awarding bodies must have appropriate systems and procedures to:

- ensure that assessment arrangements meet relevant assessment design principles and quality assurance regulations; and
- make sample assessment materials available for discussion by the Joint Awarding Body Forum, as required.

### A.1 e-Assessment

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools.

Awarding Bodies, employers or providers may develop e-assessments. Where e-assessment is used, Awarding Bodies must ensure that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop e-assessments, these should be agreed in advance with the Awarding Body.

## **A.2 Knowledge tests**

Knowledge tests, often delivered electronically, can be used to assess some learning outcomes and assessment criteria relating to knowledge and understanding, for example, knowledge of security risks or organisational guidelines.

Awarding Bodies, employers or providers may develop knowledge tests. Where knowledge tests are used, Awarding Bodies must ensure that on each testing occasion:

- the knowledge being tested matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop knowledge tests, these should be agreed in advance with the awarding body.

## **A.3 Scenario based assessment**

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

Awarding Bodies, employers or providers may develop scenarios. The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context.

## **A.4 Portfolio assessment**

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
  - o enterprise activities (e.g. business plans, budgets and marketing materials);
  - o voluntary activities (e.g. cash flows, programmes and newsletters); or
  - o learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and

- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or ‘witness statement’ (see below).

e-skills UK actively encourages the use of electronic portfolio management tools.

### **A.5 Witness statements**

A ‘witness’ is someone who provides a written statement about the quality and authenticity of a candidate’s work for assessment purposes. To make a statement the witness must have first hand experience of the candidate’s performance and understanding of knowledge, skills and understanding required to do the work.

Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate’s organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate’s competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;
- when using specialist or bespoke IT software applications;
- in meeting customer requirements;
- of working within organisational guidelines.

## Appendix B – Summary of key changes to the ITQ

|                                    | <b>Current position</b>  | <b>Proposed approach</b>  |
|------------------------------------|--|---|
| Type                               | NQF accredited NVQ   | QCF accredited qualification  |
| Titles                             | Level 1 NVQ for IT Users (ITQ)<br>Level 2 NVQ for IT Users (ITQ)<br>Level 3 NVQ for IT Users (ITQ)   | Level 1 ITQ Award in IT User Skills<br>Level 1 ITQ Certificate in IT User Skills<br>Level 1 ITQ Diploma in IT User Skills<br>Level 2 ITQ Award in IT User Skills<br>Level 2 ITQ Certificate in IT User Skills<br>Level 2 ITQ Diploma in IT User Skills<br>Level 3 ITQ Award in IT User Skills<br>Level 3 ITQ Certificate in IT User Skills<br>Level 3 ITQ Diploma in IT User Skills |
| Unit template                      | Consists of: <ul style="list-style-type: none"> <li>• Statements of competence</li> <li>• Knowledge criteria</li> <li>• Knowledge components</li> <li>• Skills criteria</li> <li>• Skills component</li> </ul> Key skills in IT related but not integrated | Consists of: <ul style="list-style-type: none"> <li>• Learning outcomes</li> <li>• Assessment criteria</li> </ul> Skills and knowledge components are indicative and will not form the basis of assessment (unless defined through a syllabus or test specification)<br>Functional skills ICT integrated into 3 new units   |
| Rules of combination               | Defined in terms of points totals  | Defined for each level in terms of QCF unit credit values<br>Spiky profile extended to include Entry level units  |
| Accreditation of prior achievement | Exemption for recognised contributing units and qualifications   | No change   |
| Assessment strategy                | Assessment must follow NVQ Code of Practice <sup>11</sup><br>Assessment must be based on purposeful activities<br>Assessors must hold a “D” or “A” award   | Assessment must adhere to the Regulatory<br>Arrangements for the QCF <sup>12</sup><br>Assessment for mandatory unit must demonstrate purposeful application of skills and knowledge<br>Assessors must be appropriately trained  |

## Abbreviations used in this document

|        |  |
|--------|--|
| AB     | Awarding Body  |
| AoC    | Area of Competence   |
| APA    | Accreditation of Prior Achievement   |
| APL    | Accreditation of Prior Learning  |
| CCEA   | Council for the Curriculum, Examinations and Assessment (Northern Ireland)                 |
| CQFW   | Credit and Qualification Framework for Wales   |
| DCELLS | Department for Children, Education, Lifelong Learning and Skills Wales)                    |
| FLT    | Foundation Learning Tier   |
| FS     | Functional Skills  |
| FS ICT | Functional Skills ICT  |
| IPU    | Improving Productivity using IT (mandatory unit in ITQ Certificate and Diploma programmes) |
| NICATS | Northern Ireland Credit Accumulation and Transfer System                                   |
| NOS    | National Occupational Standards  |
| NQF    | National Qualifications Framework  |
| NVQ    | National Vocational Qualification  |
| PLTS   | Personal Learning and Thinking Skills  |
| QCA    | Qualifications and Curriculum Authority  |
| QCF    | Qualifications and Credit Framework  |
| SCQF   | Scottish Credit and Qualification Framework  |
| SQA    | Scottish Qualifications Authority  |
| SQLS   | Sector Qualifications and Learning Strategy  |
| SSA    | Sector Skills Agreement  |
| SVQ    | Scottish Vocational Qualification  |
| ULN    | Unique Learner Number  |
| VQ     | Vocational Qualification   |
| VRQ    | Vocationally Related Qualification   |



## Endnotes

1. Available for download at: [www.e-skills.com/SQLS](http://www.e-skills.com/SQLS)
2. See SQLS (e-skills UK, 4th April 2008) page 5.
3. For more information about the QCF visit the following link on the QCA website: [www.qca.org.uk/QCF](http://www.qca.org.uk/QCF). The ITQ Framework is also designed to fit the Scottish Credit and Qualifications Framework (SCQF).
4. Further information about the regulatory requirements of QCF is available for download at: [www.ofqual.gov.uk/qcf](http://www.ofqual.gov.uk/qcf).
5. The Regulatory Arrangements for the Qualifications and Credit Framework, August 2008 are available to download here: [www.ofqual.gov.uk/QCF](http://www.ofqual.gov.uk/QCF)
6. Further information about NICATS is available for download here: [www.nicats.ac.uk](http://www.nicats.ac.uk)
7. Further information about CQFW is available here: Welsh Assembly Government, Educational and Skills, CQFW
8. Trials with centres and learners commenced in 2007 for ICT Functional Skills in England. ICT Functional Skills standards have been defined from Entry 1 to Level 2. The ICT Functional Skills standards are comparable to the ICT Essential Skills standards in Northern Ireland and to the ICT Skills for Life standards in England.
9. QCA, April 2008
10. Currently 4 progression pathways have been defined for FLT in England.
11. The NVQ Code of Practice covers: administrative resources; equality of opportunity; expertise of external verifiers; centre registration and approval; and data requirements; issue of certificates; enquiries and appeals; customer service, monitoring and evaluation; use of languages/assessment; application of assessment methodology (including the role and qualifications for assessors, internal and external verifiers; sampling and external reporting); and dealing with malpractice
12. The Regulatory Arrangements for the QCF covers: Delivery of assessment – roles and responsibilities, procedures and systems, access, special consideration, personal interest, standardisation and quality assurance; Centre recognition; Award of credits; Award of qualifications; Ongoing review; Fees; Data requirements; Awards outside England, Wales and Northern Ireland; Use of languages; Appeals; Dealing with malpractice; Customer service; and Submitting qualifications for accreditation

# Annexe E: Personal, Learning and Thinking Skills mapping

| PLTS                           | Units  | 1<br>L2      | 5<br>L2             |
|--------------------------------|--|--------------|---------------------|
| <b>Independent Enquirers</b>   |  |              |                     |
| 1                              | identify questions to answer and problems to resolve   |              | AC3.5, AC3.6        |
| 2                              | plan and carry out research, appreciating the consequences of decisions                      | AC3.2        | AC3.5, AC3.7        |
| 3                              | explore issues, events or problems from different perspectives                               | AC4.2        | AC3.5, AC4.4        |
| 4                              | analyse and evaluate information, judging its relevance and value                            | AC4.3        | AC3.6               |
| 5                              | consider the influence of circumstances, beliefs and feelings on decisions and events        |              | AC3.5               |
| 6                              | support conclusions, using reasoned arguments and evidence                                   | AC4.4        | AC4.5               |
| <b>Creative Thinkers</b>       |  |              |                     |
| 1                              | generate ideas and explore possibilities   | AC5.1        | AC3.5               |
| 2                              | ask questions to extend their thinking   | AC5.2        | AC3.6               |
| 3                              | connect their own and others' ideas and experiences in inventive ways                        | AC5.2        |                     |
| 4                              | question their own and others' assumptions   | AC4.2        |                     |
| 5                              | try out alternatives or new solutions and follow ideas through                               | AC5.2        | AC4.2, AC4.3        |
| 6                              | adapt ideas as circumstances change  | AC4.2        | AC4.4               |
| <b>Reflective Learners</b>     |  |              |                     |
| 1                              | assess themselves and others, identifying opportunities and achievements                     |              | AC3.5, AC4.4        |
| 2                              | set goals with success criteria for their development and work                               |              | AC3.5, AC3.7        |
| 3                              | review progress, acting on the outcomes  | AC5.1        | AC4.4               |
| 4                              | invite feedback and deal positively with praise, setbacks and criticism                      | AC5.1, AC5.2 | AC3.6               |
| 5                              | evaluate experiences and learning to inform future progress                                  |              | AC3.5, AC3.6, AC4.4 |
| 6                              | communicate their learning in relevant ways for different audiences                          | AC5.2        | AC4.5               |
| <b>Team Workers</b>            |  |              |                     |
| 1                              | collaborate with others to work towards common goals   | AC5.2        |                     |
| 2                              | reach agreements, managing discussions to achieve results                                    | AC4.5        |                     |
| 3                              | adapt behaviour to suit different roles and situations, including leadership roles           | AC4.2        |                     |
| 4                              | show fairness and consideration to others  | AC5.2        |                     |
| 5                              | take responsibility, showing confidence in themselves and their contribution                 | AC5.1        |                     |
| 6                              | provide constructive support and feedback to others  | AC5.2        | AC4.5               |
| <b>Self-Managers</b>           |  |              |                     |
| 1                              | seek out challenges or new responsibilities and show flexibility when priorities change      | AC3.1        | AC4.2, AC4.3        |
| 2                              | work towards goals, showing initiative, commitment and perseverance                          |              | AC4.2, AC4.3        |
| 3                              | organise time and resources, prioritising actions  | AC3.2        | AC2.1, AC4.1        |
| 4                              | anticipate, take and manage risks  | AC3.2, AC4.2 | AC2.2               |
| 5                              | deal with competing pressures, including personal and work-related demands                   | AC4.2        | AC2.3               |
| 6                              | respond positively to change, seeking advice and support when needed                         |              | AC3.2, AC3.6, AC4.4 |
| 7                              | manage their emotions, and build and maintain relationships                                  |              | AC3.2               |
| <b>Effective Participators</b> |  |              |                     |
| 1                              | discuss issues of concern, seeking resolution where needed                                   | AC5.1, AC5.2 | AC3.5, AC3.6        |
| 2                              | present a persuasive case for action   | AC5.2        | AC3.7               |
| 3                              | propose practical ways forward, breaking these down into manageable steps                    | AC4.4, AC5.1 | AC3.7               |
| 4                              | identify improvements that would benefit others as well as themselves                        | AC5.1        | AC3.5, AC4.5        |
| 5                              | try to influence others, negotiating and balancing diverse views to reach workable solutions | AC5.2        |                     |
| 6                              | act as an advocate for views and beliefs that may differ from their own                      | AC5.2        |                     |

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