



SFJ Awards Level 2 NVQ Certificate in Customer Service



Qualification Handbook

SFJ Awards Level 2 NVQ Certificate in Customer Service

Qualification Number: 601/1023/5

Operational End Date: 31 December 2019
Certification End Date: 31 December 2020

Version	Date of issue	Amendment(s)	Page
V6	26.07.19	Add operational and certification end dates	2, 5
V5	24.11.17	Section 2.4 Add Total Qualification Time	9
		Section 4.9 Update Use of Languages	20
		Update SFJ Awards branding and copyright	Various
V4	09.12.15	Update SFJ Awards contact details	4
		Remove references to QCF	Various

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 2 NVQ Certificate in Customer Service

The main objective of this qualification is to enable learners to develop their skills in the workplace in customer service roles, which will typically include:

- Communicating effectively with customers face to face, in writing, or by telephone
- Resolving problems and improving customer relations
- Promoting products and services
- Keeping records
- Gathering customer feedback
- Working in a team
- Developing complementary technical skills according to job role

**** This qualification is being withdrawn with effect from 31 December 2019 ****

Operational end date (last date for registrations) 31 December 2019

Certification end date (all certifications to be completed) 31 December 2020

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However, the Level 2 NVQ Certificate in Customer Service is a competence-based qualification and learners should therefore either be in the workplace or have access to opportunities to develop and demonstrate their skills in a realistic working environment.

2.3 Units and Rules of Combination

Level 2 NVQ Certificate in Customer Service

Learners must successfully complete 28 credits to achieve this qualification. There are two mandatory units which provide a total of 8 credits. The learner must also complete a minimum of one unit from each optional group to achieve a further 20 credits. A minimum of 15 credits must be achieved at Level 2 or above.

Mandatory Group – Customer Service Foundations

Unit Reference Number	Unit Title	Level	Credit Value
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F/601/1609	Communicate using customer service language	1	4
L/601/1614	Follow the rules to deliver customer service	2	4

Optional Group 1 – Impression and Image			
Unit Reference Number	Unit Title	Level	Credit Value
R/601/1209	Maintain a positive and customer-friendly attitude	1	5
T/601/1221	Deal with customers face to face	2	5
F/601/1223	Deal with incoming telephone calls from customers	2	5
J/601/1224	Make telephone calls to customers	2	6
L/601/1211	Adapt your behaviour to give a good customer service impression	1	5
R/601/1212	Communicate effectively with customers	2	5
L/601/0933	Give customers a positive impression of yourself and your organisation	2	5
D/601/0936	Promote additional services or products to customers	2	6
H/601/1215	Process information about customers	2	5
M/601/1217	Live up to the customer service promise	2	6
T/601/1218	Make customer service personal	2	6
M/601/1220	Go the extra mile in customer service	2	6
R/601/1226	Deal with customers in writing or electronically	3	6
D/601/1228	Use customer service as a competitive tool	3	8
D/601/1231	Organise the promotion of additional services or products to customers	3	7
K/601/1233	Build a customer service knowledge set	3	7

Optional Group 2 – Delivery

Unit Reference Number	Unit Title	Level	Credit Value
A/601/1205	Do your job in a customer friendly way	1	5
J/601/1210	Deliver reliable customer service	2	5
Y/601/1213	Deliver customer service on your customer's premises	2	5
K/601/1216	Recognise diversity when delivering customer service	2	5
A/601/1219	Deal with customers across a language divide	2	8
A/601/1222	Use questioning techniques when delivering customer service	2	4
L/601/1225	Deal with customers using bespoke software	2	5
Y/601/1227	Maintain customer service through effective handover	2	4
Y/601/1230	Organise the delivery of reliable customer service	3	6
H/601/1232	Improve the customer relationship	3	7
H/601/1229	Deliver customer service using service partnerships	3	6

Optional Group 3 – Handling Problems

Unit Reference Number	Unit Title	Level	Credit Value
M/601/1508	Recognise and deal with customer queries, requests and problems	1	5
T/601/1509	Take details of customer service problems	1	4
M/601/1511	Resolve customer service problems	2	6
T/601/1512	Deliver customer service to difficult customers	2	6
J/601/1515	Monitor and solve customer service problems	3	6
D/601/1519	Apply risk assessment to customer service	3	10
D/601/1522	Process customer service complaints	3	6

Optional Group 4 – Development and Improvement

Unit Reference Number	Unit Title	Level	Credit Value
T/601/1526	Develop customer relationships	2	6
K/601/1555	Develop your own and others' customer service skills	3	8
H/601/1568	Lead a team to improve customer service	3	7
H/601/1571	Gather, analyse and interpret customer feedback	3	10
A/601/1530	Support customer service improvements	2	5
R/601/1534	Develop personal performance through delivering customer service	2	6
H/601/1540	Support customers using on-line customer services	2	5
M/601/1542	Buddy a colleague to develop their customer service skills	2	5

R/601/1548	Develop your own customer service skills through self-study	2	6
Y/601/1549	Support customers using self-service technology	2	5
D/601/1553	Work with others to improve customer service	3	8
H/601/1554	Promote continuous improvement	3	7
T/601/1574	Monitor the quality of customer service transactions	3	7

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 2 NVQ Certificate in Customer Service	280	192

2.5 Age Restriction

This qualification is available to learners aged 18 years and over.

¹ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

2.6 Opportunities for Progression

This qualification creates a number of opportunities for progression, for example:

- Further education to undertake customer service, business related or other qualifications
- Wide range of customer service related roles such as Customer Relationship Manager, Customer Service Team Leader, Customer Service Supervisors/Manager, Senior Customer Service Adviser.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

3 Centre Requirements

Centres offering these qualifications must have approval from SFJ Awards.

The assessment centre must:

- ensure that there are sufficient people trained or qualified to assess the number of learners they anticipate to register and qualify
- provide quality assured training for those people identified as being responsible for assessing learners
- have quality assurance systems and Internal Quality Assurers in place to ensure that all assessments are valid, reliable, authentic and sufficient
- provide quality assured training that meets the requirements of SFJ Awards for those people identified as being responsible for internal quality assurance
- ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure that those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and competence
- comply with the requirements of SFJ Awards and the qualifications Regulators.

Centres offering these qualifications must provide internal quality assurance to ensure assessment meets all SFJ Awards requirements and is standardised across individual assessors, assessment locations and learners.

4 Assessment

This qualification must be assessed in line with Skills CFA's Assessment Strategy for Customer Service² and SFJ Awards' requirements.

4.1 Skills CFA Requirements for Assessors, Internal Verifiers and External Verifiers/External Quality Assurers

Assessor, IV and EV/EQA working at Level 1 must have:		Examples of how this can be evidenced:	A	V	EV
1	A thorough understanding of the National Occupational Standards (NOS) in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in.	Gathering feedback from a variety of centres.			✓
		Explaining and putting the NOS into the contexts they are working in.	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK.	Taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CFA (now Skills CFA).		✓	✓
		Explaining the differences between the 4 UK countries.	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries.	Gathering feedback from a variety of employers and centres.			✓
		Attending conferences or workshops where trends and developments in Customer Service are on the agenda.	✓	✓	✓
		Reading Customer Service publications and articles.	✓	✓	✓
		Regularly looking at the Skills CFA website for new developments.	✓	✓	✓
		Keeping up to date with media news regarding Customer Service.	✓	✓	✓
		Joining CFA (now Skills CFA)	✓	✓	✓
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ at Level 1.	Having a successful track record of assessing or verifying the current Standards across a variety of organisations.	✓	✓	✓
		Achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ.	✓	✓	✓
5	Sufficient, relevant and creditable Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1.	Gathering feedback from a variety of employers and centres.	✓	✓	✓
		Curriculum vitae and references / testimonies.	✓	✓	✓
6	Appropriate A and V units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs/EQAs.	Producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation / Body.	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills.	Gathering feedback from candidates (learners), employers or peers.	✓	✓	✓

² Skills CFA Assessment Strategy for Customer Service, 2012 www.skillsdfa.org/

Assessor, IV and EV/EQA working at Level 2 must have:		Examples of how this can be evidenced:	A	V	EV
1	A thorough understanding of the National Occupational Standards (NOS) in Customer Service at Level 2 with the ability to interpret them within the environments and sectors they are working in.	Gathering feedback from a variety of centres.			✓
		Explaining and putting the NOS into the contexts they are working in.	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK.	Taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CFA (now Skills CFA).		✓	✓
		Explaining the differences between the 4 UK countries.	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries.	Gathering feedback from a variety of employers and centres.			✓
		Attending conferences or workshops where trends and developments in Customer Service are on the agenda.	✓	✓	✓
		Reading Customer Service publications and articles.	✓	✓	✓
		Regularly looking at the Skills CFA website for new developments.	✓	✓	✓
		Keeping up to date with media news regarding Customer Service.	✓	✓	✓
		Joining CFA (now Skills CFA)	✓	✓	✓
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ at Level 2.	Having a successful track record of assessing or verifying the current Standards across a variety of organisations.	✓	✓	✓
		Achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ.	✓	✓	✓
5	Sufficient, relevant and creditable Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 2.	Gathering feedback from a variety of employers and centres.	✓	✓	✓
		Curriculum vitae and references / testimonies.	✓	✓	✓
6	Appropriate A and V units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs/EQAs.	Producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation / Body.	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills.	Gathering feedback from candidates (learners), employers or peers.	✓	✓	✓

Assessor, IV and EV/EQA working at Level 3 must have:		Examples of how this can be evidenced:	A	V	EV
1	A thorough understanding of the National Occupational Standards (NOS) in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in.	Gathering feedback from a variety of centres.			✓
		Explaining and putting the NOS into the contexts they are working in.	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK.	Taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CFA (now Skills CFA).		✓	✓
		Explaining the differences between the 4 UK countries.	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries.	Gathering feedback from a variety of employers and centres.			✓
		Attending conferences or workshops where trends and developments in Customer Service are on the agenda.	✓	✓	✓
		Reading Customer Service publications and articles.	✓	✓	✓
		Regularly looking at the Skills CFA website for new developments.	✓	✓	✓
		Keeping up to date with media news regarding Customer Service.	✓	✓	✓
		Joining CFA (now Skills CFA)	✓	✓	✓
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ at Level 3.	Having a successful track record of assessing or verifying the current Standards across a variety of organisations.	✓	✓	✓
		Achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ.	✓	✓	✓
5	Sufficient, relevant and creditable Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 3.	Gathering feedback from a variety of employers and centres.	✓	✓	✓
		Curriculum vitae and references / testimonies.	✓	✓	✓
6	Appropriate A and V units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs/EQAs.	Producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation / Body.	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills.	Gathering feedback from candidates (learners), employers or peers.	✓	✓	✓

4.2 SFJ Awards Requirements for Assessors

All assessors must:

1. be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice and Community Safety sector or within a customer service environment. They are not required to occupy a position in the organisation more senior than that of the Learner they are assessing. However, Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between learners and assessors
2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager
3. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work
4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Customer Service sector and how these may impact on customer service roles in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills CFA or other relevant providers in the sector
5. Assessors must be appropriately qualified or be able to prove equivalent competence as specified in Skills CFA Assessment Strategy
6. Approved Centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements; for example certificates of achievement, testimonials, references or any other relevant records.

4.3 Internal Quality Assurance

All Internal Quality Assurers must:

1. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their Learners. This means that they must have worked closely with staff that carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions

2. understand the content, structure and assessment requirements for the qualification they are quality assuring
3. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Customer Service sector and how these may impact on customer service roles in the Justice sector. These activities may include those offered by the SFJ Awards, Skills for Justice or other relevant providers in the sector
4. be appropriately qualified or be able to prove equivalent competence as specified in Skills CFA Assessment Strategy
5. occupy a position in the organisation that gives them the authority and resources to coordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance
6. have an appropriate induction to Customer Service qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external quality assurance process

4.4 External Quality Assurance

The monitoring and standardisation of assessment decisions will be achieved by robust and strong Centre monitoring and quality assurance according to SFJ Awards and Skills CFA requirements.

The mechanisms required to achieve these requirements are outlined in Ofqual's 'General Conditions of Recognition'. In addition to the Regulator's requirements, SFJ Awards will evaluate all external quality assurance reports and other data relating to the Centre and any risks relating to quality control will be identified and addressed.

External Quality Assurers (EQA) will be appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that there is validity, reliability and good practice in centres. To carry out their quality assurance role, quality assurance staff must have appropriate occupational and verifying knowledge and expertise as outlined by Skills CFA's Assessment Strategy for Customer Service and detailed in Section 4.1. SFJ Awards quality assurance staff will attend training and development designed to keep them up-to-date, to facilitate standardisation between staff and share good practice.

Skills CFA's Assessment Strategy for Customer requires that External Quality Assurers (EQAs) / External Verifiers (EVs) should have:

- a thorough knowledge of the Level 1, 2 or 3 National Occupational Standards for Customer Service and the ability to interpret them across a wide variety of Customer Service environments
- experience and working knowledge of the operational and assessment processes of the Customer Service NVQ at the level the EV/EQA is working at
- relevant and credible customer service experience across the level and breadth of the National Occupational Standards and NVQ at the level the EV/EQA is working at
- knowledge of current customer service practice and emerging issues in the customer service arena
- high levels of communication and interpersonal skills.

4.5 The Expert Witnesses

When using Expert Witnesses as a source of evidence, Expert Witnesses must:

1. be occupationally competent. This means that each Expert Witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Customer Service sector
2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager
3. be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.

4.6 Assessment in a Realistic Workplace Environment³

Wherever possible, assessment of the Customer Service NVQ units should be carried out in a real job (either paid or voluntary). Where this is not possible, the Skills SFA Assessment Strategy does allow for the use of a Realistic Working Environment (RWE) including work experience and work placement for all Level 1 and Level 2 units in this qualification.

It is essential that organisations wishing to use 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:

- a) assessments must be carried out under realistic business pressures, using real customers and within a defined service offer;
- b) all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- c) candidates must be expected to achieve a volume of work comparable to normal business practices;

³ Extracted from Appendix F, Skills CFA's Assessment Strategy for Customer Service, 2012

- d) the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards;
- e) account must be taken of any legislation or regulations in relation to the type of work that is being carried out;
- f) candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at Level 2;
- g) candidates must show that their productivity reflects those found in the work situation being represented;
- h) customer perceptions of the RWE is similar to that found in the work situation being represented;
- i) the RWE is managed as a real work situation.

4.7 Use of Simulated Activities

Wherever possible, assessment of the Customer Service NVQ units should be carried out in a real job (either paid or voluntary). Where this is not possible, the Skills SFA Assessment Strategy allows for the use of simulation for the following Level 1 NVQ units only:

- Recognise and deal with customer queries, requests and problems (M/601/1508)
- Take details of customer service problems (T/601/1509)

Simulation is defined by Skills CFA as any activities where dealing with customers and work activities are carried out through using individuals acting the part of the customer or scenarios which are not 'real' customer transactions.

To undertake the assessment of simulated activities for the above two units the following guidelines must be met:

- a) when role playing, candidates and anybody taking part as a customer must have a brief that gives sufficient information for them to recognise the equivalent real situation and decide what they would do and say;
- b) the simulated situation should represent normal and routine experience wherever possible and not exceptional or unusually difficult circumstances that might be faced;
- c) the person taking part in the simulation as a customer must be credible for the situation that is being simulated;
- d) any resources or equipment that would normally be in real work should be available and in working order for the simulation;
- e) candidates should complete the required tasks to the National Occupational Standards and in the timescales that would normally be expected in real work;
- f) candidates should complete the required tasks taking account of legislation and regulation that would apply in real work;
- g) candidates must carry out the simulated activity in a professional manner taking into account establishment requirements such as appearance and dress code, personal conduct, hygiene, reliability and punctuality;
- h) whilst the primary purpose of the simulation is for assessment, feedback must be given in a way that builds confidence.

In addition, SFJ Awards requires that assessment in a simulated environment should only be used in the following circumstances:

1. where evidence in the workplace will not be demonstrated within an acceptable time frame
2. where the nature of the work activity presents high risk or danger to the Learner and others, for example, personal safety.

Simulations must be agreed between SFJ Awards and the Centre contact from the Assessment Centre prior to use.

All simulations should follow these basic principles:

1. a Centre's overall strategy for simulation must be agreed and approved by SFJ Awards
2. the nature of the contingency and the physical environment for the simulation must be realistic and Learners should be given no indication as to exactly what contingencies they may come across
3. where simulations are used they must reflect the requirements of the qualification units
4. the location and environment of simulation must be agreed between SFJ Awards and the Centre contact prior to it taking place
5. all simulations must be planned, developed and documented by the Centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
6. There should be a range of simulations to cover the same aspect of a unit so that the risk of Learners successfully colluding is reduced.

All Level 3 units must be achieved in a real working situation (either paid or voluntary).

4.8 Employer Direct Model⁴

Skills CFA feels that the Employer Direct Model of in-house assessment will encourage more employers to offer the Customer Service NVQs, particularly when they often have highly trained and experienced assessors, managers and trainers already in situ who meet or exceed the requirements of the A1 and V1 qualifications. Wherever possible, Skills CFA works with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the A1 and V1 units as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

⁴ Skills CFA's Assessment Strategy for Customer Service, 2012

The Employer Direct Model has been developed to meet the needs of specific employers based on their knowledge of the Customer Service NOS and qualifications and their history of internal assessor/internal verifier expertise.

The employer/centre must:

- liaise with SFJ Awards prior to beginning the process
- prepare, validate and review the assessment/verification roles
- carry out 100% mapping of the employers training to the National Occupational Standards for the A and V units which the qualifications are based on
- agree the mapping process with SFJ Awards
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

SFJ Awards will:

- offer this model to employers only
- inform Skills CFA of employers who are using this model
- supply Skills CFA with statistical data including take-up, sector, size of organisation etc. when requested
- keep Skills CFA informed of any problems/issues incurred in the delivery of this model.

4.9 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

5 Qualification Units

Mandatory Group – Customer service foundations

Title:	Communicate using customer service language	
Level:	1	
Credit value:	4	
GLH:	30	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. identify customers and their characteristics and expectations	1.1. recognise typical customers and their expectations 1.2. discuss customer expectations with colleagues using recognised customer service language 1.3. follow procedures through which they and their colleagues deliver effective customer service	
2. identify their organisation's services and products	2.1. outline their organisation's services and products to customers 2.2. greet customers politely and positively 2.3. list the information they need to deliver effective customer service and where that information can be found	

<p>3. know how to communicate using customer service language</p>	<p>3.1. identify the differences between an internal customer and an external customer</p> <p>3.2. list their organisation's services or products</p> <p>3.3. describe the connection between customer expectations and customer satisfaction in customer service</p> <p>3.4. describe why organisation procedures are important to good customer service</p> <p>3.5. explain why teamwork is central to good customer service</p> <p>3.6. identify the service offer of their organisation</p> <p>3.7. identify the part they play in delivering customer service</p> <p>3.8. identify who are their customers</p> <p>3.9. describe the main characteristics of typical customers that they deal with</p> <p>3.10. identify what impresses their customers and what annoys their customers</p> <p>3.11. identify who's who and who does what to deliver customer service in their organisation</p> <p>3.12. describe the kinds of information they need to give good customer service to customer</p> <p>3.13. explain how to find information about their organisation's services or products</p> <p>3.14. list typical customer service problems in their work and who should be told about them</p> <p>3.15. explain how the way they behave affects their customer's service experience</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units.</p>

Title:	Follow the rules to deliver customer service	
Level:	2	
Credit value:	4	
GLH:	30	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Follow their organisation's customer service practices and procedures	1.1. follow organisational practices and procedures that relate to their customer service work 1.2. recognise the limits of what they are allowed to do when delivering customer service 1.3. refer to somebody in authority when they need to 1.4. work in a way that protects the security of customers and their property 1.5. work in a way that protects the security of information about customers	
2. know how to follow the rules to deliver customer service	2.1. describe organisational practices and procedures that relate to their customer service work 2.2. identify the limits of what they are allowed to do when delivering customer service 2.3. explain when and how they should refer to somebody in authority about the rules for delivering customer service 2.4. explain how they protect the security of customers and their property 2.5. explain how they protect the security of information about customers 2.6. describe their health and safety responsibilities as they relate to their customer service work 2.7. explain their responsibilities to deliver customer service treating customers equally 2.8. explain why it is important to respect customer and organisation confidentiality 2.9. list the main things they must do and not do in their job under legislation that affects their customer service work 2.10. list the main things that they must do and not do in their job under external regulations that affect their customer service work	

Additional information about the unit

Assessment requirements specified by a sector or regulatory body (if appropriate)

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Optional group 1 – Impression and image

Title:	Maintain a positive and customer-friendly attitude
Level:	1
Credit value:	5
GLH:	33
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Show the right attitude for customer service.	1.1. Speak to customers clearly and put them at their ease. 1.2. Recognise how customers are feeling and establish a rapport with them. 1.3. Show customers that you are willing and enthusiastic at all times. 1.4. Recognise that each customer is different and treat them as an individual. 1.5. Show customers respect at all times and under any circumstances. 1.6. Show customers that you can be relied on. 1.7. Show colleagues respect at all times and under any circumstances. 1.8. Show colleagues that you can be relied on.
2. Show appropriate and positive behaviours to customers.	2.1. Recognise and respond when a customer wants or needs attention. 2.2. Greet customers politely and positively. 2.3. Focus on customers and ignore distractions which are not important to them. 2.4. React appropriately to situations that are important enough to interrupt their work with a customer. 2.5. Thank customers for the information they have given or for doing business with your organisation. 2.6. Help colleagues to provide good customer service.

<p>3. Know how to maintain a positive and customer-friendly attitude.</p>	<p>3.1. Identify signs that a customer gives when seeking attention.</p> <p>3.2. Describe what rapport looks, sounds and feels like.</p> <p>3.3. Identify what unimportant distractions are.</p> <p>3.4. Identify what is important enough to interrupt their work with a customer.</p> <p>3.5. Identify positive and negative body language and facial expressions.</p> <p>3.6. State how people are different and have different expectations for many reasons such as their age, culture and personality.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units.</p>

Title:	Deal with customers face to face	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Communicate effectively with their customer.	1.1. Plan a conversation with their customer that has structure and clear direction. 1.2. Hold a conversation with their customer that establishes rapport. 1.3. Focus on their customer and listen carefully to ensure that they collect all possible information they need from the conversation. 1.4. Explain their services or products and their organisation's service offer to their customer clearly and concisely. 1.5. Adapt their communication to meet the individual needs of their customer. 1.6. Anticipate their customer's requests and needs for information. 1.7. Balance conflicting demands for their attention whilst maintaining rapport with their current customer. 1.8. Calm down situations when one customer is adversely affecting the customer service enjoyed by other customers.	
2. Improve the rapport with their customer through body language.	2.1. Present a professional and respectful image when dealing with their customer. 2.2. Show an awareness of their customer's needs for personal space. 2.3. Focus their attention on their customer so that non-verbal signs do not betray disinterest, boredom or irritation. 2.4. Ensure that their customer focus is not disrupted by colleagues. 2.5. Observe all customers and the total customer service situation whilst maintaining rapport with their current customer. 2.6. Observe their customer to read non-verbal clues about the customer's wishes and expectations.	

<p>3. Understand how to deal with customers face to face.</p>	<p>3.1. Explain the importance of speaking clearly and slowly when dealing with a customer face to face.</p> <p>3.2. State the importance of taking the time to listen carefully to what the customer is saying.</p> <p>3.3. Identify the organisation's procedures that impact on the way they are able to deal with their customers face to face.</p> <p>3.4. Describe the features and benefits of the organisation's services or products.</p> <p>3.5. Explain the organisation's service offer and how it affects the way they deal with customers face to face.</p> <p>3.6. Explain the principles of body language that enables them to interpret customer feelings without verbal communication.</p> <p>3.7. Explain the difference between behaving assertively, aggressively and passively.</p> <p>3.8. Explain why the expectations and behaviour of individual customers will demand different responses to create rapport and achieve customer satisfaction.</p> <p>3.9. Describe the agreed and recognised signs in customer behaviour in their organisation that indicates that their customer expects a particular action by them.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units.</p>

Title:	Deal with Incoming Telephone Calls from Customers	
Level:	2	
5	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Use communication systems effectively.	1.1. Operate telecommunication equipment efficiently and effectively. 1.2. Speak clearly and slowly and adapt their speech to meet the individual needs of their customer. 1.3. Listen carefully when collecting information from their customer. 1.4. Select the information they need to record and store following their organisation's guidelines. 1.5. Update their customer records during or after the call to reflect the key points of the conversation.	
2. Establish rapport with customers who are calling.	2.1. Greet their customer following their organisation's guidelines. 2.2. Listen closely to their customer to identify their precise reason for calling and what outcome they are seeking from the call. 2.3. Confirm the identity of their customer following organisational guidelines. 2.4. Use effective and assertive questions to clarify their customer's requests.	

<p>3. Deal effectively with customer questions and requests.</p>	<p>3.1. Identify all the options they have for responding to their customer and weigh up the benefits and drawbacks of each.</p> <p>3.2. Choose the option that is most likely to lead to customer satisfaction within the service offer.</p> <p>3.3. Give clear and concise information to customers in response to questions or requests.</p> <p>3.4. Use questions and answers to control the length of the conversation.</p> <p>3.5. Keep their customer regularly informed about their actions when accessing information to provide responses or if they are going to be on hold for a period of time.</p> <p>3.6. Put their customer on hold and ensure they cannot be heard if they are discussing action with others or calling a colleague.</p> <p>3.7. Summarise the outcome of the call and any actions that they or their customer will take as a result.</p> <p>3.8. Check before the call is finished that their customer is content that all their questions or requests have been dealt with.</p> <p>3.9. Complete any follow up actions agreed during the call.</p> <p>3.10. Take a clear message for a colleague if they are unable to deal with some aspect of their customer's questions or requests.</p> <p>3.11. Ensure that promises to call back are kept.</p>
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<p>4. Know how to deal with incoming telephone calls from customers.</p>	<p>4.1. Describe their organisation's guidelines and procedures for the use of telecommunication equipment.</p> <p>4.2. Explain how to operate the organisation's telecommunication equipment.</p> <p>4.3. Explain the importance of speaking clearly and slowly when dealing with customer by telephone.</p> <p>4.4. Describe the effects of smiling and other facial expressions that can be detected by somebody listening to them on the telephone.</p> <p>4.5. Explain the importance of adapting their speech to meet the needs of customers who may find their language or accent difficult to understand.</p> <p>4.6. Identify what information is important to note during or after telephone conversations with customers.</p> <p>4.7. Describe their organisation's guidelines and procedures for what should be said during telephone conversations with customers.</p> <p>4.8. Explain the importance of keeping their customer informed if they are on hold during a call.</p> <p>4.9. Explain the importance of not talking across an open line.</p> <p>4.10. List details that should be included if taking a message for a colleague.</p> <p>4.11. Describe their organisation's guidelines and procedures for taking action to follow up calls made to customers.</p> <p>4.12. Describe their organisation's guidelines for handling abusive calls.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Make Telephone Calls to Customers
Level:	2
Credit value:	6
GLH:	40
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Plan their calls effectively.	<ul style="list-style-type: none"> 1.1. Use all appropriate customer information to plan their call. 1.2. Anticipate their customer's expectations and assemble all the information they might need before their conversation with the customer. 1.3. Identify the objective of their call and the way in which they expect the call to end. 1.4. Plan the opening part of their conversation with their customer and anticipate possible responses.
2. Use communication systems effectively.	<ul style="list-style-type: none"> 2.1. Operate telecommunication equipment efficiently and effectively. 2.2. Speak clearly and slowly and adapt to their speech to meet the individual needs of the customer. 2.3. Listen carefully when collecting information from their customer. 2.4. Select the information they need to record and store following their organisation's guidelines. 2.5. Update their customer records during or after the call to reflect the key points of the conversation.
3. Make focussed calls to their customer.	<ul style="list-style-type: none"> 3.1. Open the conversation positively and establish a rapport with their customer. 3.2. Confirm the identity of their customer following organisational guidelines. 3.3. Ensure that their customer is aware of the purpose of their call as early as possible. 3.4. Respond positively to queries and objections from their customer. 3.5. Summarise the outcome of the call and any actions that they or their customer will take as a result. 3.6. Complete any follow up actions agreed during the call.

<p>4. Know how to make telephone calls to customers.</p>	<p>4.1. Describe the relevant parts of legislation, external regulations and their organisation's procedures relating to the use of customer information to plan calls.</p> <p>4.2. Describe their organisation's guidelines and procedures for the use of telecommunications technology.</p> <p>4.3. Explain how to operate their organisation's telecommunications technology.</p> <p>4.4. Explain the importance of speaking clearly and slowly when dealing with customers by telephone.</p> <p>4.5. Describe the effects of smiling and other facial expressions that can be detected by somebody listening to them on the telephone.</p> <p>4.6. Explain the importance of adapting their speech to meet the needs of customers who may find their language or accent difficult to understand.</p> <p>4.7. Identify what information it is important to note during or after telephone conversations with customers.</p> <p>4.8. Describe their organisation's guidelines and procedures for what should be said during telephone conversations with customers.</p> <p>4.9. Describe their organisation's guidelines and procedures for taking action to follow up calls made to customers.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Adapt your behaviour to give a good customer service impression	
Level:	1	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. look and act the part in order to provide a good customer service impression.	1.1. dress for customer service work in the way their organisation expects 1.2. show they are working hard and making efforts to impress customers 1.3. be in the right place at the right time to give a good impression and deliver good customer service 1.4. show good manners when dealing with customers	
2. relate to their customers and to colleagues effectively.	2.1. explain the benefits of dealing with customers face to face or by telephone rather than using text, e-mail or writing 2.2. talk clearly to customers using words that they can understand 2.3. talk to customers without using language that they would consider to be bad 2.4. show a willing and friendly attitude when dealing with customers without being over-familiar 2.5. help and cooperate with colleagues to give good service to customers	

<p>3. know how to adapt their behaviour to give a good customer service impression</p>	<p>3.1. identify how the way they dress affects the way that customers react to the service they provide</p> <p>3.2. describe why customers may see particular types of dress as inappropriate and how their organisation expects them to dress</p> <p>3.3. state why it is important for customers to feel that they are working hard to give them an excellent service</p> <p>3.4. state why good timekeeping and making sure they are where they are expected to be is important to giving excellent customer service</p> <p>3.5. describe what behaviour is considered by most customers to be “good manners” and what is considered to be “bad manners” or rudeness</p> <p>3.6. identify what customers and colleagues might consider to be bad language and why it may offend people</p> <p>3.7. identify why customers feel better about the service they receive if they have a willing and friendly attitude</p> <p>3.8. describe how to behave so that they appear to be willing and friendly with customers without being over-familiar</p> <p>3.9. identify what they can do to cooperate with colleagues in giving customer service and why that might be helpful</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Communicate effectively with customers	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Communicate effectively with customers.	1.1. Listen actively to what customers are saying. 1.2. Identify the most important things that customers are telling them. 1.3. Respond appropriately to what customers are telling them. 1.4. Check that they understand what customers are telling them and make sure it is really what they mean. 1.5. Summarise information for customers. 1.6. Explain in a way that is clear and does not cause offence when they cannot help a customer. 1.7. Use appropriate body language when communicating with customers. 1.8. Read customers' body language to help them understand their feelings and wishes. 1.9. Deal with customers in a respectful, helpful and professional way at all times. 1.10. Help to give good customer service by passing messages to colleagues.	

<p>2. Understand how to communicate effectively with customers.</p>	<p>2.1. Identify the difference between hearing and listening.</p> <p>2.2. Explain how to listen actively.</p> <p>2.3. Describe how to read both positive and negative body language.</p> <p>2.4. Explain how to use body language effectively.</p> <p>2.5. State how to use questions to check that they understand what customers are telling them.</p> <p>2.6. Identify the difference between negative and positive language.</p> <p>2.7. Explain how to summarise.</p> <p>2.8. Explain why it is important to speak clearly.</p> <p>2.9. Explain why it is important to use words that the customer will understand.</p> <p>2.10. Describe how to communicate with customers who have language, dialect or accents that are different from theirs.</p> <p>2.11. Explain why the way things are said, and the tone of voice, affects the way a customer experiences customer service.</p> <p>2.12. Identify what information is helpful to pass on in messages to colleagues so that customers receive good service.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Give Customers a Positive Impression of Yourself and Your Organisation	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Establish rapport with customers.	1.1. Meet their organisation's standards of appearance and behaviour. 1.2. Greet their customer respectfully and in a friendly manner. 1.3. Communicate with their customer in a way that makes them feel valued and respected. 1.4. Identify and confirm their customer's expectations. 1.5. Treat their customer courteously and helpfully at all times. 1.6. Keep their customer informed and reassured. 1.7. Adapt their behaviour to respond to different customer behaviour.	
2. Respond appropriately to customers.	2.1. Respond promptly to a customer seeking help. 2.2. Choose the most appropriate way to communicate with their customer. 2.3. Check with their customer that they have fully understood their expectations. 2.4. Respond promptly and positively to their customer's questions and comments. 2.5. Allow their customer time to consider their response and give further explanation when appropriate.	
3. Communicate information to customers.	3.1. Quickly find information that will help their customer. 3.2. Give their customer information they need about the services or products offered by their organisation. 3.3. Recognise information that their customer might find complicated and check whether they fully understand. 3.4. Explain clearly to their customers any reasons why their expectations cannot be met.	

<p>4. Understand how to give customers a positive impression of themselves and the organisation.</p>	<p>4.1. Describe their organisation's standards for appearance and behaviour. 4.2. Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately. 4.3. Identify their organisation's rules and procedures regarding the methods of communication they use. 4.4. Explain how to recognise when a customer is angry or confused. 4.5. Identify their organisation's standard for timeliness in responding to customer questions and requests for information.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Promote Additional Services or Products to Customers	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Identify additional services or products that are available.	1.1. Update and develop their knowledge of their organisation's services or products. 1.2. Check with others when they are unsure about new service or product details. 1.3. Identify appropriate services or products that may interest their customer. 1.4. Spot opportunities for offering their customer additional services or products that will improve the customer experience.	
2. Inform customers about additional services or products.	2.1. Choose the best time to inform their customer about additional services or products. 2.2. Choose the best methods of communication to introduce their customer to additional services or products. 2.3. Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products. 2.4. Give their customer time to ask questions about the additional services or products.	
3. Gain customer commitment to using services or products.	3.1. Close the conversation if the customer shows no interest. 3.2. Give information to move the situation forward when their customer shows interest. 3.3. Secure customer agreement and check customer understanding of the delivery of the service or product. 3.4. Take action to ensure prompt delivery of the additional services or products to their customer. 3.5. Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility.	

<p>4. Understand how to promote additional services or products to customers.</p>	<p>4.1. Describe the organisation's procedures and systems for encouraging the use of additional services or products.</p> <p>4.2. Explain how additional services or products will benefit their customers.</p> <p>4.3. Explain how their customer's use of additional services or products will benefit their organisation.</p> <p>4.4. Identify the main factors that influence customers to use their services or products.</p> <p>4.5. Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products.</p> <p>4.6. State how to give appropriate, balanced information to customers about services or products.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Process Information About Customers	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Collect information about customers.	1.1. Collect and record new information about customers following the organisation's guidelines. 1.2. Update existing information about customers. 1.3. Record and store information about customers that is accurate, sufficient and relevant following organisational guidelines.	
2. Select and retrieve information about customers.	2.1. Respond promptly to authorised requests for information about customers. 2.2. Select and retrieve relevant information for customers or colleagues following the organisation's guidelines.	
3. Supply information about customers.	3.1. Supply accurate and sufficient information about customers to meet their customers' or colleagues' expectations. 3.2. Choose the most appropriate way to supply information to their customers or colleagues. 3.3. Confirm that their customers or colleagues have received and understood the customer information.	

<p>4. Understand how to process customer service information.</p>	<p>4.1. Describe their organisation's procedures and guidelines for collecting, retrieving and supplying information about customers.</p> <p>4.2. Identify types of personal information about customers that should and should not be kept on record.</p> <p>4.3. Explain how to collect information about customers efficiently and effectively.</p> <p>4.4. Explain how to operate the customer information storage system.</p> <p>4.5. Explain why processing information about customers correctly makes an important contribution to effective customer service.</p> <p>4.6. Explain the importance of attention to detail when processing information about customers.</p> <p>4.7. Describe legal and regulatory restrictions on the storage and use of customer data.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Live up to the Customer Service Promise	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Understand and explain the customer service promise.	1.1. Explain the key features of the service offer, vision and promise their organisation has made. 1.2. Identify the role they can play to ensure that their customer believes that the service offer, vision and promise is being delivered. 1.3. Explain the procedures and regulation their organisation follows to support the service offer, vision and promise. 1.4. Devise and use phrases that reinforce the service offer, vision and promise. 1.5. Identify and avoid phrases that might be used, but would not fit with the service offer, vision and promise. 1.6. Identify moments and actions within the delivery of customer service that are particularly relevant to their customer's experience of the promise being delivered. 1.7. Share ideas with colleagues about how particular words and approaches help to support the service offer, vision and promise.	
2. Produce customer satisfaction by delivering the customer service promise.	2.1. Ensure that their appearance and behaviour supports the organisation's service offer, vision and promise. 2.2. Observe or listen to the customer closely to identify opportunities to reinforce their understanding of the service offer, vision and promise. 2.3. Take actions to deliver customer service in a way that meets their customer's expectations and understanding of the service offer, vision and promise. 2.4. Ensure that what they decide to do is realistic and in line with the service offer and promise. 2.5. Be positive about and supportive of the service offer and promise.	

<p>3. Know how to live up to the customer service promise.</p>	<p>3.1. Identify the key features, moments of truth (those points in the customer service process that have the most impact on the customer experience) and customer experiences that define the organisation's service offer, vision and promise.</p> <p>3.2. Identify ways in which staff can contribute to communicating the service vision or promise to customers.</p> <p>3.3. Explain sales, marketing and/or public relations reasons for defining a service offer, vision or promise.</p> <p>3.4. Describe how words can be used and adapted to reflect a defined service offer, vision and promise.</p> <p>3.5. Describe how actions can be used and adapted to reflect a defined service offer, vision and promise.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Make customer service personal	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Identify opportunities for making customer service personal.	1.1. Identify which of their organisation's systems or procedures allows them to add a personal touch to the service. 1.2. Observe and listen to their customer carefully for signs that will guide how they personalise the service. 1.3. Let the customer know that they understand and that they are there to help. 1.4. Identify opportunities to help or direct their customer outside of normal routines and procedures. 1.5. Identify customers with particular needs who would especially appreciate personal service. 1.6. Balance the time they take when giving individual attention to one customer with the needs and expectations of other customers. 1.7. Make extra efforts to show how willing and able they are to give a more personal service.	
2. Treat their customer as an individual.	2.1. Greet and deal with their customer in a way that respects them as an individual. 2.2. Focus their attention on the customer they are dealing with. 2.3. Always communicate with their customer in a friendly and open way. 2.4. Use their customer's name when it is known and appropriate. 2.5. Follow their organisation's guidelines about giving their customer their own name and contact details. 2.6. Concentrate on building a one to one relationship with their customer by making them feel valued and respected.	

<p>3. Know and understand how to make customer service personal.</p>	<p>3.1. Explain how the use of the customer's name makes service more personal.</p> <p>3.2. Describe personality types and their receptiveness to personalised services.</p> <p>3.3. Identify types of personal information about customers that should and should not be kept on record.</p> <p>3.4. Identify features of personal service that are most appreciated by customers with individual needs.</p> <p>3.5. Describe body language and approaches that promote open communication.</p> <p>3.6. Describe the organisation's guidelines on actions that are permissible outside of the normal routines and procedures.</p> <p>3.7. Explain their own preferences and comfort levels relating to how they are willing and able to personalise service.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Go the extra mile in customer service	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Distinguish between routine service standards and going the extra mile.	1.1. Explain the service offer clearly and concisely. 1.2. Identify their customer's expectations and needs. 1.3. Match the service offer with their customer's expectations and needs and identify the key differences. 1.4. Identify options for other actions that will give added value to customer service and might impress their customer. 1.5. Choose actions that are most appropriate to impress their customer.	
2. Check that your extra mile ideas are feasible.	2.1. Match their ideas for added value customer service against their authority to see them through. 2.2. Check that their ideas for added value customer service are possible within their organisation's guidelines. 2.3. Check that their ideas for added value customer service are possible within regulatory boundaries. 2.4. Check that their ideas for added value customer service will not unreasonably affect the service to their other customers. 2.5. Explain their ideas for added value service to a senior colleague of other appropriate authority.	
3. Go the extra mile.	3.1. Take action to go the extra mile in customer service. 3.2. Ensure that their customer is aware of the added value of their actions. 3.3. Monitor the effects of their added value actions to ensure that the service given to their other customers is not affected unreasonably. 3.4. Note and pass on positive feedback from their customer about their actions. 3.5. Suggest that an extra mile action becomes routine if they have seen it work several times and it could be accommodated within the service offer.	

<p>4. Know how to go the extra mile in customer service.</p>	<p>4.1. Describe their organisation's service offer.</p> <p>4.2. Explain how customers form expectations of the service they will receive.</p> <p>4.3. Identify what types of service action most customers will see as adding value to the customer service they have already had.</p> <p>4.4. Outline their organisation's rules and procedures that determine their authority to go the extra mile.</p> <p>4.5. Identify relevant legislation and regulation that impact on their freedom to go the extra mile.</p> <p>4.6. Describe how their organisation receives customer service feedback on the types of customer experience that has impressed them.</p> <p>4.7. Describe their organisation's procedures for making changes in its service offer.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Deal with customers in writing or electronically	
Level:	3	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Use written or electronic communication effectively.	1.1. Operate equipment used to communicate in writing or electronically efficiently and effectively. 1.2. Ensure that the period of time between exchanges in writing or electronically represents excellent customer service. 1.3. Use language that is clear and concise. 1.4. Adapt their use of language to meet the individual needs of their customer. 1.5. Ensure that the style and tone of their written or electronic communication follows their organisation's guidelines and matches the service offer.	
2. Plan and send an effective written or electronic communication.	2.1. Anticipate their customer's expectations taking account of any previous exchanges they may have had. 2.2. Assemble all the information they need to construct the communication. 2.3. Plan the objective of their communication. 2.4. Format their communication following their organisation's guidelines. 2.5. Open the communication positively to establish a rapport with their customer. 2.6. Ensure that their customer is aware of the purpose of the communication as early as possible. 2.7. Summarise the key point of the communication and any actions that they or their customer will take as a result.	

<p>3. Handle incoming written or electronic communications effectively.</p>	<p>3.1. Read their customer's communication carefully to identify their precise reason for contacting you.</p> <p>3.2. Identify what they are seeking as the outcome of the contact.</p> <p>3.3. Identify all the options they have for responding to their customer and weigh up the benefits and drawbacks of each.</p> <p>3.4. Choose the option that is most likely to lead to customer satisfaction within the service offer.</p> <p>3.5. Summarise the outcome of the communication and any actions that they or their customer will take as a result.</p>
<p>4. Know how to deal with customers in writing or electronically.</p>	<p>4.1. Explain the importance of using clear and concise language.</p> <p>4.2. Explain the additional significance and potential risks involved in committing a communication to a permanent record format.</p> <p>4.3. Describe the effects of style and tone on the reader of a written or electronic communication.</p> <p>4.4. Explain the importance of adapting their language to meet the needs of customers who may find the communication hard to understand.</p> <p>4.5. Describe their organisation's guidelines and procedures relating to written and electronic communications.</p> <p>4.6. Explain how to operate equipment used for producing and sending written or electronic communications.</p> <p>4.7. Explain the importance of keeping their customer informed if there is likely to be any delay in responding to a communication.</p> <p>4.8. Explain the risks associated with the confidentiality of written or electronic communications.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Use customer service as a competitive tool	
Level:	3	
Credit value:	8	
GLH:	53	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Organise customer service to gain a competitive advantage.	1.1. Develop their own and colleagues' understanding of the services and products offered by their organisation. 1.2. Define their organisation's service offer and the ways in which it compares with those of their competitors. 1.3. Set an example for colleagues, and present an image to their customers, that reinforce their organisation's service offer. 1.4. Encourage customer service actions that create and develop customer loyalty.	
2. Deliver a competitive service.	2.1. Take positive actions and encourage colleagues to take actions that provide individual customers with added value within their organisation's service offer. 2.2. Remind customers about their service offer and the extra benefit it provides over those of their competitors. 2.3. Offer additional technical advice to customers within their organisation's service offer. 2.4. Show awareness of the financial implications of any added value actions that they or their colleagues might offer. 2.5. Meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor. 2.6. Re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer. 2.7. Ensure that customers who have shown a previous interest in repeat and additional services are reminded of this. 2.8. Encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them.	

<p>3. Understand how to use customer service as a competitive tool.</p>	<p>3.1. Identify the factors that lead to customers' belief that they are enjoying value for money.</p> <p>3.2. Describe the services and products offered by their organisation.</p> <p>3.3. Describe the services and products offered by competitors.</p> <p>3.4. Identify the features and benefits of services and products that are seen by customers as added value.</p> <p>3.5. Explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty.</p> <p>3.6. Explain how to portray a positive image that reinforces their organisation's competitive position.</p> <p>3.7. Explain their organisation's customer service targets and cost implications of added value actions to improve the organisation's competitive position.</p> <p>3.8. Describe complementary services and products that may be of interest to their customers.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Organise the promotion of additional services or products to customers
Level:	3
Credit value:	7
GLH:	47
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Offer additional services or products.	1.1. Offer additional services or products to customers. 1.2. Identify the benefits of offering additional services or products to customers and the organisation. 1.3. Explain the features and benefits of additional services or products to customers. 1.4. Identify ways of encouraging customers to ask about additional services or products.
2. Organise support to promote use of additional services or products.	2.1. Discuss with others ways of promoting additional services or products to customers. 2.2. Implement procedures to ensure that customers interested in additional services or products are dealt with promptly. 2.3. Promote service or products which will suit customers but which are supplied from outside their own area of the organisation. 2.4. Help customers to access services or products which are supplied outside of their own area of the organisation.
3. Monitor the promotion of additional services or products.	3.1. Devise methods to inform customers about additional services or products. 3.2. Use different methods to inform customers about additional services and products and record successes and failures against each method. 3.3. Use their record of successes and failures to identify the best approach for offering additional services or products. 3.4. Share information with others regarding the best approach to take when offering additional services or products to customers.

<p>4. Understand how to organise and promote services or products to customers.</p>	<p>4.1. Describe their organisation's procedures and systems for encouraging the use of additional services or products to customers.</p> <p>4.2. Explain how the use of additional services or products will benefit their customers.</p> <p>4.3. Describe the main factors that influence customers to use their services or products.</p> <p>4.4. Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products.</p> <p>4.5. Describe how to give appropriate, balanced information to customers about services or products.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Build a customer service knowledge set
Level:	3
Credit value:	7
GLH:	47
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Input details of customer queries and requests and develop responses.	<ul style="list-style-type: none"> 1.1. Identify through active listening customer queries and comments for inclusion in the knowledge set. 1.2. Classify information collected through customer contact for inclusion in the knowledge set. 1.3. Identify questions frequently asked by customers. 1.4. Identify the broad customer service messages of their organisation's answers to frequently asked questions. 1.5. Work with colleagues to develop responses to customer queries and requests. 1.6. Contribute ideas and responses to the customer knowledge set which build on key organisational customer service messages. 1.7. Check the effects of possible responses included in the knowledge set with customers. 1.8. Monitor the customer service knowledge set to identify trends and patterns.
2. Use a customer service knowledge base.	<ul style="list-style-type: none"> 2.1. Access information from the customer service knowledge set using specific search criteria. 2.2. Browse the customer service knowledge set to research a topic of interest or project area. 2.3. Use the customer service knowledge set to inform the introduction of a new product or service variation. 2.4. Use the customer service knowledge set to respond to a specific customer request or query. 2.5. Assist a colleague to locate specific information in the customer service knowledge set. 2.6. Add to the customer service knowledge set as a result of dealing with a customer request or query.

<p>3. Understand how to build a customer service knowledge set.</p>	<p>3.1. Explain the structure and content of their organisation's customer service information set.</p> <p>3.2. Describe how to input and update routines for adding to the customer service knowledge set.</p> <p>3.3. Identify ways that information in a customer service knowledge set can be classified.</p> <p>3.4. Identify questions frequently asked by customers of their organisation.</p> <p>3.5. Explain the importance of working with colleagues to develop responses to customer requests and queries.</p> <p>3.6. Describe their organisation's key messages in relation to the services or products they are delivering.</p> <p>3.7. Identify ways to interpret information in a customer service knowledge set.</p> <p>3.8. Describe techniques for assisting a colleague to locate information in a customer service knowledge set.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Optional group 2 – Delivery

Title:	Do your job in a customer friendly way	
Level:	1	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Do their job in a customer friendly way.	1.1. Make a good first impression. 1.2. Follow the dress code of their organisation and present the right personal image to their customers. 1.3. Do the tasks that make up their job in a way that shows they know what their customers expect and what their organisation offers. 1.4. Show consideration to customers when carrying out the tasks required in their job. 1.5. Respond willingly to routine requests and questions from customers and recognise when to pass a request on to an appropriate colleague. 1.6. Share information with customers about how delivery of the product or service is going. 1.7. Work flexibly to help individual customers without reducing the level of service they give to others. 1.8. Share information with colleagues when they need it to provide good customer service.	
2. Know how to do their job in a customer-friendly way.	2.1. Describe their organisation's dress code. 2.2. Describe how to do the tasks that make up their job. 2.3. Identify how long parts of the job take to do and how this may affect their customers. 2.4. Describe how to do their own work in an organised way. 2.5. Identify what their customers expect of them and their work. 2.6. Identify the organisations service offer and how this affects the way they do their work. 2.7. State what they are allowed to do and not allowed to do for customers. 2.8. State how to do their job in a way that is healthy and safe for them, their customers and their colleagues.	

Additional information about the unit

Assessment requirements specified by a sector or regulatory body (if appropriate)

The assessment and quality assurance requirement for this unit provides evidence towards A and V units

Title:	Deliver reliable customer service
Level:	2
Credit value:	5
GLH:	35
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Prepare to deal with customers.	<p>1.1. Keep their knowledge of their organisation's services or products up-to-date.</p> <p>1.2. Ensure that the area they work in is tidy, safe and organised efficiently.</p> <p>1.3. Prepare and arrange everything they need to deal with customers before their shift or period of work commences.</p>
2. Give consistent service to customers.	<p>2.1. Make realistic customer service promises to customers.</p> <p>2.2. Ensure that their promises balance the needs of their customers and their organisation.</p> <p>2.3. Keep their promises to customers.</p> <p>2.4. Inform their customers if they cannot keep their promises due to unforeseen circumstances.</p> <p>2.5. Recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements.</p> <p>2.6. Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation.</p>
3. Check customer service delivery.	<p>3.1. Check that the service they have given meets their customers' needs and expectations.</p> <p>3.2. Identify when they could have given better service to customers and how their service could have been improved.</p> <p>3.3. Share information with colleagues and service partners to maintain and improve their standards of service delivery.</p>

<p>4. Know how to deliver reliable customer service.</p>	<p>4.1. Describe their organisation's services or products.</p> <p>4.2. Explain their organisation's procedures and systems for delivering customer service.</p> <p>4.3. Describe methods or systems for measuring an organisation's effectiveness in delivering customer service.</p> <p>4.4. Explain their organisation's procedures and systems for checking service delivery.</p> <p>4.5. Explain their organisation's requirements for health and safety in their area of work.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Deliver customer service on your customer's premises	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Establish a rapport with their customer.	1.1. Prepare for a visit to customer premises and ensure the customer knows when and why they will be there. 1.2. Identify themselves to their customer showing official identification whenever possible. 1.3. Show a positive and friendly approach to the service they are about to give. 1.4. Use language and behaviour that show respect for their customer. 1.5. Explain to their customer exactly what they are going to do and approximately how long they expect the work to take. 1.6. Listen to any concerns that their customer may have and reassure them. 1.7. Keep their customer informed of progress and about any cause for delay that might take place. 1.8. Keep their customer informed of any variation to the work that could involve additional time or cost. 1.9. Consult their customer when they have to do work that the customer had not expected.	

<p>2. Combine customer service with their other skills and expertise.</p>	<p>2.1. Show respect to customer's premises and possessions by treating them with care.</p> <p>2.2. Make sure their customer is aware of their specialist technical skills.</p> <p>2.3. Take time to give their customer confidence in their knowledge and skills.</p> <p>2.4. Consider the customer service implications of each action and inform their customer of what will be involved.</p> <p>2.5. Inform their customer when they have finished and reinforce how the work has been handled professionally.</p> <p>2.6. Check that their customer is satisfied with the work and listen carefully to any feedback.</p> <p>2.7. Inform their customer of timescales if any follow up work is involved.</p> <p>2.8. Ensure that timescales for follow up work are kept.</p> <p>2.9. Keep their customer informed if timescales for follow up work are not going to be met.</p> <p>2.10. Explain clearly to their customer why they cannot do work that is not specified in the service offer.</p> <p>2.11. Ensure that their customer has the appropriate details to contact their organisation if the customer needs to.</p>
<p>3. Know how to deliver customer service on the customer's premises.</p>	<p>3.1. Describe what they can do to establish a rapport with the customers.</p> <p>3.2. Explain the importance of sensitivity to people's feelings about their own premises and possessions.</p> <p>3.3. Explain the regulatory and legal restrictions on what they can and cannot do in all aspects of their work.</p> <p>3.4. Explain the insurance implications of working on their customer's premises.</p> <p>3.5. Describe the organisational procedures they would take if they cause any accidental damage on their customer's premises.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Recognise diversity when delivering customer service	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Respect customers as individuals and promote equality in customer service.	1.1. Observe verbal and non-verbal clues that provide information about their customer's expectations and needs. 1.2. Identify and avoid features of stereotypes that might be applied to their customer that could carry the risk of causing offence. 1.3. Identify aspects of their customer's appearance or communication which risk leading them to treat the customer differently. 1.4. Consider aspects of their customer's appearance or communication in the light of their own beliefs about various groups of people that include their customer. 1.5. Question their customer to ensure that the impressions they are forming about their expectations and wishes are based on sound evidence. 1.6. Adjust their interpretation of the customer's expectations and wishes as a result of further evidence they have collected by talking to their customer.	
2. Adapt customer service to recognise the different needs and expectations of diverse groups of customers.	2.1. Follow organisational procedures and guidelines that seek to make customer service inclusive for diverse groups of customers. 2.2. Show respect for their customer's individual beliefs, expectations and needs that may result from membership of a particular group. 2.3. Vary their approach to their customer to take account of beliefs, expectations and needs that result from membership of a particular group. 2.4. Work with colleagues to identify consistent approaches that team members should adopt when dealing with a particular group.	

<p>3. Understand how to recognise diversity when delivering customer service.</p>	<p>3.1. Explain the importance of recognising diversity in relation to age, disability, national origin, religion, sexual orientation, values, ethnic culture, education, lifestyle, beliefs, physical appearance, social class and economic status.</p> <p>3.2. Explain reasons why considerations of diversity and inclusion issues affect customer service.</p> <p>3.3. Describe organisational guidelines to make customer service inclusive for diverse groups of customers.</p> <p>3.4. Explain how to observe and interpret non-verbal clues.</p> <p>3.5. Describe how to listen actively for clues about their customer's expectations and needs.</p> <p>3.6. Identify techniques for obtaining additional information from customers through tactful and respectful questions.</p> <p>3.7. Describe behaviour that might cause offence to specific groups of people to whom they regularly provide customer service.</p> <p>3.8. Explain how to impress specific groups of people to whom they regularly provide customer service.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Deal with customers across a language divide	
Level:	2	
Credit value:	8	
GLH:	53	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Prepare to deal with customers with a different first language.	1.1. Identify the language or languages other than their own that they are most likely to come across when dealing with customers. 1.2. Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter. 1.3. Identify a source of assistance with a language they expect to encounter when delivering customer service. 1.4. Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language. 1.5. Log useful words and phrases to support their dealings with a customer with a different first language. 1.6. Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently.	

<p>2. Deal with customers who speak a different first language from their own.</p>	<p>2.1. Identify their customer's first language and indicate to the customer that they are aware of this.</p> <p>2.2. Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs.</p> <p>2.3. Speak clearly and slowly if using a language which is not the first language for either them or their customer.</p> <p>2.4. Maintain a consistent tone and volume when dealing with somebody across a language divide.</p> <p>2.5. Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words.</p> <p>2.6. Check their understanding of specific words with their customer using questions for clarification.</p> <p>2.7. Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers.</p> <p>2.8. Reword a question or explanation if their customer clearly does not understand their original wording.</p> <p>2.9. Use a few words of their customer's first language to create a rapport.</p>
<p>3. Know how to deal with customers across a language divide.</p>	<p>3.1. List the languages that they are most likely to encounter among groups of their customers.</p> <p>3.2. State how to greet, thank and say farewell to customers in their first languages.</p> <p>3.3. Explain the importance of dealing with customers in their first language if possible.</p> <p>3.4. Describe how to explain to a customer that they cannot hold an extended conversation in their first language.</p> <p>3.5. Explain the importance of tone, pace and volume when dealing with customers across a language divide.</p> <p>3.6. Identify possible sources of assistance to use when a language barrier demands additional language skills.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Use questioning techniques when delivering customer service	
Level:	2	
Credit value:	4	
GLH:	27	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Establish rapport and identify customer concerns.	1.1. Greet their customer sincerely and invite a full and open response. 1.2. Use planned or spontaneous lines to indicate to their customer that they empathise with their initial enquiry. 1.3. Invite more detailed explanation from their customer. 1.4. Listen closely to their customer's responses to strengthen their understanding of customer concerns. 1.5. Use both open and closed questions to make appropriate connection with their customer and open the door to more detailed investigation. 1.6. Identify and note their customer's feelings and mood in relation to the information they are seeking.	
2. Seek detailed information from customers using questioning techniques.	2.1. Follow a planned trail of questions to explore in detail customer concerns they have already identified. 2.2. Hold a spontaneous conversation with their customer to explore in detail customer concerns they have already identified. 2.3. Explain to their customer why they need the information they are asking for. 2.4. Use probing and searching questions that draw on comments or words used by their customer. 2.5. Thank their customer for the information in a way that encourages further open responses. 2.6. Use pre-planned, routing and trigger questions that lead their customer to respond in new areas. 2.7. Follow organisational procedures to record customer responses to inform future actions.	

<p>3. Understand how to use questioning techniques when delivering customer service.</p>	<p>3.1. Explain why establishing rapport makes it easier to draw information from customers.</p> <p>3.2. Describe ways to greet customers that immediately build rapport.</p> <p>3.3. Explain reasons for using planned question patterns to draw out particular information.</p> <p>3.4. Explain reasons for using spontaneous conversation to draw out particular information.</p> <p>3.5. Explain the importance of active listening when seeking detailed information from customers.</p> <p>3.6. Identify the differences between and uses of closed and open questions.</p> <p>3.7. Describe the importance of explaining to customers why information is needed.</p> <p>3.8. Explain why particular trigger questions are effective in gaining specific information.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Deal with Customers Using Bespoke Software	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Prepare to deliver customer service using bespoke software.	1.1. Sign on and open access to appropriate functions in the IT system. 1.2. Navigate the architecture and geography of the customer service site to ensure they can access all appropriate areas. 1.3. Explore screen or menu routes that are most appropriate for the customer service they are seeking to deliver. 1.4. Ensure that they are familiar with the software manual, help screens or help lines to know where to locate technical support when needed. 1.5. Prepare their work area to deliver customer service using bespoke software.	
2. Deliver customer service using bespoke software.	2.1. Identify their customer or the services or products they wish to access. 2.2. Follow organisational procedures to step through the system in a way that responds to their customer's needs. 2.3. Use search or other specialist functions within the software to respond to customer requests. 2.4. Enter new records using the bespoke software system. 2.5. Amend customer service records in the bespoke software system. 2.6. Communicate with their customers in terms they can understand relating to the software system. 2.7. Follow organisational procedures to lead the conversation in a way that makes it easy to follow the paths and sequences of the bespoke software. 2.8. Interpret error messages and act on them to support their customer service. 2.9. Refer their customer to a colleague following organisational procedures if they are unable to complete the transaction.	

<p>3. Understand how to deal with customers using bespoke software.</p>	<p>3.1. Describe access and sign-on routines for the bespoke software system.</p> <p>3.2. Describe the architecture and geography of the bespoke software system.</p> <p>3.3. Identify different screen or menu routes that can be followed to meet customer requirements.</p> <p>3.4. Identify sources of support and help for the bespoke software including manuals, help screens and help lines.</p> <p>3.5. Explain the importance of preparing a work area before delivering customer service.</p> <p>3.6. Explain search or other enquiry facilities within the bespoke software system.</p> <p>3.7. State the importance of avoiding jargon and system terminology when communicating with customers.</p> <p>3.8. Describe ways to respond to error messages when using a bespoke software system.</p> <p>3.9. Identify referral points and sources of information when they are unable to meet customer needs using the bespoke software system.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Maintain customer service through effective handover
Level:	2
Credit value:	4
GLH:	27
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Agree joint responsibilities in a customer service team.	<ul style="list-style-type: none"> 1.1. Identify services or products they are involved in delivering that rely on effective teamwork. 1.2. Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues. 1.3. Agree with colleagues when it is right to pass responsibility for completing a customer service action to another. 1.4. Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action. 1.5. Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action.
2. Check that customer service actions are seen through by working together with colleagues.	<ul style="list-style-type: none"> 2.1. Access reminders to identify when to check that a customer service action has been completed. 2.2. Ensure that they are aware of all details of customer service actions their colleague was due to complete. 2.3. Ask their colleague about the outcome of them completing the customer service action as agreed. 2.4. Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed. 2.5. Work with colleagues to review the way in which customer service actions are shared.

<p>3. Understand how to maintain customer service through effective handover.</p>	<p>3.1. Explain their organisation's customer service procedures for the services or products they are involved in delivering.</p> <p>3.2. Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions.</p> <p>3.3. Describe ways of ensuring that information is passed between them and their colleagues effectively.</p> <p>3.4. Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague.</p> <p>3.5. Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting.</p> <p>3.6. Identify opportunities for contributing to review the way customer service actions are shared in customer service processes.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Organise the delivery of reliable customer service	
Level:	3	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Plan and organise the delivery of reliable customer service.	1.1. Plan, prepare and organise everything they need to deliver services or products to different types of customers. 1.2. Organise what they do to ensure that they are consistently able to give prompt attention to your customers. 1.3. Reorganise their work to respond to unexpected additional workloads.	
2. Review and maintain customer service delivery.	2.1. Maintain service delivery during very busy periods and unusually quiet periods. 2.2. Maintain service delivery when systems, people or resources have let them down. 2.3. Consistently meet their customers' expectations. 2.4. Balance the time they take with their customers with the demands of other customers seeking their attention. 2.5. Respond appropriately to their customers when customers make comments about the products or services they are offering. 2.6. Alert others to repeated comments made by their customers. 2.7. Take action to improve the reliability of their service based on customer comments. 2.8. Monitor the action they have taken to identify improvements in the service they give to their customers.	
3. Use recording systems to maintain reliable customer service.	3.1. Record and store customer service information accurately following organisational guidelines. 3.2. Select and retrieve customer service information that is relevant, sufficient and in an appropriate format. 3.3. Quickly locate information that will help solve a customer's query. 3.4. Supply accurate customer service information to others using the most appropriate method of communication.	

<p>4. Understand how to organise the delivery of reliable customer service.</p>	<p>4.1. Describe organisational procedures for unexpected situations and their role within them.</p> <p>4.2. Describe resource implications in times of staff sickness and holiday periods and their responsibility at these times.</p> <p>4.3. Explain the importance of having reliable and fast information for their customers and their organisation.</p> <p>4.4. Evaluate the organisational procedures and systems for delivering customer service</p> <p>4.5. Identify useful customer feedback and explain how to decide which feedback should be acted on</p> <p>4.6. Describe how to communicate feedback from customers to others</p> <p>4.7. Evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information.</p> <p>4.8. Explain the legal and regulatory requirements regarding the storage of data.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Improve the Customer Relationship	
Level:	3	
Credit value:	7	
GLH:	47	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Improve communication with their customers.	1.1. Select and use the best method of communication to meet the customers' expectations. 1.2. Take the initiative to contact their customers to update them when things are not going to plan or when they require further information. 1.3. Adapt their communication to respond to individual customers' feelings.	
2. Balance the needs of their customer and their organisation.	2.1. Meet their customers' expectations within their organisation's service offer. 2.2. Explain the reasons to their customers sensitively and positively when customer expectations cannot be met. 2.3. Identify alternative solutions for their customers either within or outside the organisation. 2.4. Identify the costs and benefits of these solutions to their organisation and to their customers. 2.5. Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation. 2.6. Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation.	
3. Exceed customer expectations to develop the relationship.	3.1. Make extra efforts to improve their relationship with their customers. 3.2. Recognise opportunities to exceed their customers' expectations. 3.3. Take action to exceed their customers' expectations within the limits of their own authority. 3.4. Gain the help and support of others to exceed their customers' expectations.	

<p>4. Understand how to improve the customer relationship.</p>	<p>4.1. Describe how to make best use of the method of communication chosen for dealing with their customers.</p> <p>4.2. Explain how to negotiate effectively with their customers.</p> <p>4.3. Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make.</p> <p>4.4. Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Deliver customer service using service partnerships	
Level:	3	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Work effectively within a customer service chain.	1.1. Explain who is involved in the service chain that supplies their end user customers. 1.2. Identify which of those involved in their service chain is internal and which is external to their organisation. 1.3. Explain how the way they work with individual service partners contributes to an overall service chain. 1.4. Use the principles and practices applied to external customers to deliver excellent customer service to internal customers. 1.5. Work with internal customers and internal or external suppliers in the service chain to improve service to external customers. 1.6. Communicate effectively with internal customers to ensure that those customers are aware of any aspects of their work that might affect them.	

<p>2. Build and nurture positive relationships in a customer service chain.</p>	<p>2.1. Create a positive relationship between internal or external suppliers and customers by establishing rapport and showing understanding of everyone's roles in the service chain.</p> <p>2.2. Identify where power and authority exist within the service chain.</p> <p>2.3. Negotiate with internal customers and internal or external suppliers to establish service procedures that are acceptable to all and contribute to excellent customer service.</p> <p>2.4. Develop positive relationships with an internal customer or supplier that is reflected in a formal or informal service level agreement that makes a positive contribution to the relationship.</p> <p>2.5. Work with colleagues to develop and maintain awareness that a team within a service chain cannot work in isolation.</p> <p>2.6. Agree with service partners how their work will be prioritised if there is a conflict of interest between the demands of internal and external customers.</p>
<p>3. Understand how to deliver customer service using service partnerships.</p>	<p>3.1. Describe the responsibilities and rights that can be built into an internal customer/supplier relationship.</p> <p>3.2. Compare the benefits and drawbacks of describing a relationship in a service chain as a supplier/customer relationship or a service partnership.</p> <p>3.3. Explain how to establish priorities if internal customer demands conflict with external customer demands.</p> <p>3.4. Describe how to maintain team identity whilst working constructively with other teams to deliver excellent customer service.</p> <p>3.5. Explain how to negotiate successfully with internal customers or suppliers.</p> <p>3.6. Evaluate the formal and informal structures of the organisation and how they can influence relationships.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Optional group 3 – Handling problems

Title:	Recognise and deal with customer queries, requests and problems	
Level:	1	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. recognise and deal with customer queries and requests	1.1. deal with queries and requests from customers in a positive and professional way 1.2. seek information or help from a colleague if they cannot answer their customer's query or request 1.3. obtain help from a colleague if they are not able to deal with their customer's request 1.4. always tell their customer what is happening	
2. recognise and deal with customer problems	2.1. recognise when something is a problem from the customer's point of view 2.2. avoid saying or doing anything which may make the problem worse 2.3. deal with a difficult customer calmly and confidently 2.4. recognise when to pass a problem on to an appropriate colleague 2.5. pass the problem on to their colleague with the appropriate information 2.6. check that the customer knows what is happening	

<p>3. know how to recognise and deal with customer queries, requests and problems</p>	<p>3.1. list who in the organisation is able to give help and information</p> <p>3.2. state the limits of what they are allowed to do</p> <p>3.3. identify what professional behaviour is</p> <p>3.4. describe how to speak to people who are dissatisfied</p> <p>3.5. describe how to deal with difficult people</p> <p>3.6. state what customers normally expect</p> <p>3.7. identify how to recognise a problem from what a customer says or does</p> <p>3.8. describe what kinds of behaviours/actions would make situations worse</p> <p>3.9. list the organisational procedures they must follow when they deal with problems or complaints</p> <p>3.10. identify the types of behaviour that may make a problem worse</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Take details of customer service problems	
Level:	1	
Credit value:	4	
GLH:	27	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Respond to customers who raise a problem.	1.1. Recognise when their customer is raising a problem. 1.2. Respond to their customer calmly and helpfully. 1.3. Take details that will identify their customer.	
2. Gather details from customers who raise a problem.	2.1. Ask their customer questions to clarify what has or has not happened to cause a problem. 2.2. Check their understanding of what their customer sees as the problem. 2.3. Ask their customer questions to clarify the customer's expectations about the service or product that is now causing a problem. 2.4. Note the details of what their customer tells them about the problem. 2.5. Confirm with their customer details of what the customer has told them about the problem.	
3. Pass details of problems raised by customers to the colleague who can deal with them.	3.1. Collect details of any reference codes or identifiers which their organisation uses to identify the customer transaction that is now causing a problem. 3.2. Gather any other details that are relevant to resolving the problem from colleagues, customer service records or product specifications. 3.3. Tell their customer what they will do with the details of the problem so that action is taken. 3.4. Tell their customer what to expect without making customer service promises that may not be met. 3.5. Pass the details to a colleague who is able to deal with the problem.	

<p>4. Know how to take details of customer service problems.</p>	<p>4.1. Identify customer expectations of the organisation's services or products that may cause problems if they are not met.</p> <p>4.2. Describe how to respond to customers who raise problems in a way that the customers will find calm and helpful.</p> <p>4.3. Name reference codes or identifiers their organisation uses to identify customers.</p> <p>4.4. Identify questions that can be used to gather information that will be most helpful in resolving a problem.</p> <p>4.5. State details their organisation needs to resolve a problem.</p> <p>4.6. Describe details their organisation uses to identify specific customer transactions.</p> <p>4.7. Name the appropriate colleagues to whom details of problems should be passed.</p> <p>4.8. Identify their organisation's preferences for the way in which details of problems should be passed on.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Resolve customer service problems
Level:	2
Credit value:	6
GLH:	40
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Spot customer service problems.	<ul style="list-style-type: none"> 1.1. Listen carefully to customers about any problem they have raised. 1.2. Ask customers about the problem to check their understanding. 1.3. Recognise repeated problems and alert the appropriate authority. 1.4. Share customer feedback with others to identify potential problems before they happen. 1.5. Identify problems with systems and procedures before they begin to affect customers.
2. Pick the best solution to resolve customer service problems.	<ul style="list-style-type: none"> 2.1. Identify the options for resolving a customer service problem. 2.2. Work with others to identify and confirm the options to resolve a customer service problem. 2.3. Work out the advantages and disadvantages of each option for their customer and the organisation. 2.4. Pick the best option for their customer and the organisation. 2.5. Identify for their customer other ways that problems may be resolved if they are unable to help.
3. Take action to resolve customer service problems.	<ul style="list-style-type: none"> 3.1. Discuss and agree the options for solving the problem with their customer. 3.2. Take action to implement the option agreed with their customer. 3.3. Work with others and their customer to make sure that any promises related to solving the problem are kept. 3.4. Keep their customer fully informed about what is happening to resolve the problem. 3.5. Check with their customer to make sure the problem has been resolved to the customer's satisfaction. 3.6. Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction.

<p>4. Know how to resolve customer service problems.</p>	<p>4.1. Describe organisational procedures and systems for dealing with customer service problems.</p> <p>4.2. Explain how to defuse potentially stressful situations.</p> <p>4.3. Describe how to negotiate.</p> <p>4.4. Identify the limitations of what they can offer their customer.</p> <p>4.5. Describe types of action that may make a customer problem worse and should be avoided.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Deliver customer service to difficult customers	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Recognise when customers may be difficult to deal with.	1.1. Recognise types of customer behaviour that are difficult to deal with. 1.2. Identify aspects of their organisation's services or products that make it difficult to deal with customers. 1.3. Identify the signs and signals that indicate a customer may be difficult to deal with. 1.4. Put themselves in their customer's position and see the situation from the customer's point of view. 1.5. Identify reasons why their customers may be behaving in a way that is difficult to deal with. 1.6. Recognise the limits of difficult customer behaviour that their organisation will tolerate. 1.7. Identify things that they may do or say that will provoke difficult responses from their customer.	
2. Deal with difficult customers.	2.1. Listen patiently to what their customer wants to tell them. 2.2. Use direct and factual questions about their customer's feelings and what has happened to identify what might satisfy the customer. 2.3. Check their understanding of their customer's concerns by describing their view of the situation and options that might be available. 2.4. Express empathy with their customer without necessarily admitting fault on the part of their organisation. 2.5. Give clear statements or explanations of their organisation's position. 2.6. Agree a way forward that balances customer satisfaction with the needs of their organisation. 2.7. Enlist help from colleagues if options for action are outside of their authority. 2.8. Summarise clearly actions to be taken and reasons for those actions to complete the customer transaction. 2.9. Advise their manager or the appropriate colleagues if the customer is likely to re-open the matter with	

	<p>them.</p> <p>2.10. Take any necessary action to protect their own safety or that of other customers or colleagues from a difficult customer.</p>
<p>3. Understand how to deliver customer service to difficult customers.</p>	<p>3.1. Describe the types of customer behaviour that they personally find difficult to deal with.</p> <p>3.2. Identify reasons why some aspect of their organisation's services or products may provoke difficult behaviour from customers.</p> <p>3.3. Identify reasons why their customer's own actions may cause them to behave in a way that is difficult to deal with.</p> <p>3.4. Explain the meaning of having empathy for a customer's feelings.</p> <p>3.5. Identify who can be asked for help when dealing with a difficult customer.</p> <p>3.6. Explain the difference between assertive, aggressive and passive behaviour.</p> <p>3.7. Describe the importance of not simply quoting their organisation's rules and procedures to counter their customer's difficult behaviour.</p> <p>3.8. State their organisation's limits of what will be tolerated from difficult customers before the transaction or relationship is closed.</p> <p>3.9. Explain the importance of giving their manager or the appropriate colleagues' notice of any further approaches from a difficult customer.</p> <p>3.10. Identify when it might be necessary to take action to protect their own safety or that of other customers or colleagues from a difficult customer.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Monitor and Solve Customer Service Problems	
Level:	3	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Solve immediate customer service problems.	1.1. Respond positively to customer service problems following organisational guidelines. 1.2. Solve customer service problems when they have sufficient authority. 1.3. Work with others to solve customer service problems. 1.4. Keep customers informed of the actions being taken. 1.5. Check with customers that they are comfortable with the actions being taken. 1.6. Solve problems with service systems and procedures that might affect customers before customers become aware of them. 1.7. Inform managers and colleagues of the steps taken to solve specific problems.	
2. Identify repeated customer service problems and options for solving them.	2.1. Identify repeated customer service problems. 2.2. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option. 2.3. Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.	
3. Take action to avoid the repetition of customer service problems.	3.1. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated. 3.2. Action their agreed solution. 3.3. Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems. 3.4. Monitor the changes they have made and adjust them if appropriate.	

<p>4. Understand how to monitor and solve customer service problems.</p>	<p>4.1. Describe organisational procedures and systems for dealing with customer service problems.</p> <p>4.2. Describe the organisational procedures and systems for identifying repeated customer service problems.</p> <p>4.3. Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers.</p> <p>4.4. Explain how to negotiate with and reassure customers while their problems are being solved.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Apply risk assessment to customer service
Level:	3
Credit value:	10
GLH:	67
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Analyse customer service processes for risk.	<p>1.1. Show that they know and understand their organisation's customer service process and the moments of truth (those points in the customer service process that have most impact on the customer experience).</p> <p>1.2. Identify the financial risks for each stage of the customer service process.</p> <p>1.3. Identify the reputational risks for each stage of the customer service process.</p> <p>1.4. Identify the health and safety risks for each stage of the customer service process.</p> <p>1.5. Identify the risks of delivering sub-standard services or products for each stage of the customer service process.</p> <p>1.6. Ensure that your customers are aware of any risks that might impact on them.</p> <p>1.7. Develop staff awareness of the risks they have identified.</p>
2. Assess customer service risks and take appropriate actions.	<p>2.1. Assess the probabilities of each risk that they have identified.</p> <p>2.2. Assess the consequence of each risk in terms of finance, reputation and health and safety.</p> <p>2.3. Classify each risk as high, medium or low, taking into account its probability and consequences.</p> <p>2.4. Work with colleagues to identify any actions that might be taken to reduce risk.</p> <p>2.5. Take appropriate actions to minimise the overall customer service risk profile by adapting procedures.</p>

<p>3. Understand how to apply risk assessment to customer service.</p>	<p>3.1. Describe risk assessment techniques. 3.2. Explain how to evaluate risk according to probability of occurrence and consequences of occurrence. 3.3. Evaluate the nature of potential customer service risks including financial, reputational and health and safety risks. 3.4. Explain cost/benefit analysis. 3.5. Define SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental) analysis.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Process customer service complaints	
Level:	3	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Recognise the signs that a query or problem is about to produce a complaint.	1.1. Identify signs that a customer is becoming dissatisfied with the customer service of their organisation. 1.2. Take action to change the situation so that the query or problem does not result in a complaint. 1.3. Take actions to change their customer service approach in order to avoid future complaints when a justified complaint has been made.	
2. Deal with a complaint effectively.	2.1. Ensure that they have a clear understanding of the nature and details of the complaint. 2.2. Investigate the facts of the complaint in order to establish whether it should be dealt with as a justified complaint or an unjustified complaint. 2.3. Identify all the possible options for a solution and consider the benefits and drawbacks of each option for their customer and for their organisation. 2.4. Assess the risks to their organisation of choosing each option. 2.5. Report the findings of their investigation to their customer and offer their chosen solution. 2.6. Escalate the complaint by involving more senior members of their organisation or an independent third party if there is sufficient reason to do so. 2.7. Give feedback to other colleagues involved which will help them avoid future complaints. 2.8. Keep clear records of the way the complaint has been handled to avoid later misunderstandings.	

<p>3. Understand how to process customer service complaints.</p>	<p>3.1. Explain how to monitor the level of complaints and identify those that should provoke a special review of the service offer and service delivery.</p> <p>3.2. Explain why dealing with complaints is an inevitable part of delivering customer service.</p> <p>3.3. Describe organisational procedures for dealing with complaints.</p> <p>3.4. Explain how to negotiate a solution with their customer that is acceptable to that customer and to the organisation.</p> <p>3.5. Explain the regulatory definition of a complaint in their sector and the regulatory requirements of how complaints should be handled and reported.</p> <p>3.6. Explain when to escalate a complaint by involving more senior members of the organisation or an independent third party.</p> <p>3.7. Explain the cost and regulatory implications of admitting liability for an error made by their organisation.</p> <p>3.8. Identify how to spot and interpret signals that their customer may be considering making a complaint.</p> <p>3.9. Describe techniques for handling conflict.</p> <p>3.10. Explain the importance of dealing with a complaint properly.</p> <p>3.11. Explain why the offer of compensation or replacement service or products may not always be the best options for resolving a complaint.</p> <p>3.12. Explain how the successful handling of a complaint presents an opportunity to impress a customer who has been dissatisfied.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Optional group 4 – Development and improvement

Title:	Develop Customer Relationships	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Build their customer's confidence that the service they give will be excellent.	1.1. Show that they behave assertively and professionally with customers. 1.2. Allocate the time they take to deal with their customer following organisational guidelines. 1.3. Reassure their customer that they are doing everything possible to keep the service promises made by the organisation.	
2. Meet the expectations of their customers.	2.1. Recognise when there may be a conflict between their customer's expectations and your organisation's service offer. 2.2. Balance their customer's expectations with their organisation's service offer by offering an alternative or explaining the limits of the service offer. 2.3. Work effectively with others to resolve any difficulties in meeting their customer's expectations.	
3. Develop the long-term relationship between their customer and their organisation.	3.1. Give additional help and information to their customer in response to customer questions and comments about their organisation's services or products. 3.2. Discuss expectations with their customer and explain how these compare with their organisation's services or products. 3.3. Advise others of feedback received from their customer. 3.4. Identify new ways of helping customers based on the feedback customers have given them. 3.5. Identify added value that their organisation could offer to long-term customers.	

<p>4. Know how to develop customer relationships.</p>	<p>4.1. Describe their organisation's services or products.</p> <p>4.2. Explain the importance of customer retention.</p> <p>4.3. Explain how their own behaviour affects the behaviour of the customer.</p> <p>4.4. Describe how to behave assertively and professionally with customers.</p> <p>4.5. Describe how to defuse potentially stressful situations.</p> <p>4.6. Identify the limitations of their organisation's service offer.</p> <p>4.7. Compare how customer expectations may change as the customer deals with their organisation.</p> <p>4.8. Identify the cost and resource implications of an extension of the service offer to meet or exceed customer expectations.</p> <p>4.9. Explain the cost implications of bringing in new customers as opposed to retaining existing customers.</p> <p>4.10. Identify who to refer to when considering any variation to their organisation's service offer.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Develop your own and others' customer service skills	
Level:	3	
Credit value:	8	
GLH:	53	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Develop their own customer service skills.	1.1. Agree with a manager or mentor the specific customer service skills they need in their customer service role. 1.2. Agree the actions they need to take to improve their customer service skills. 1.3. Draw up a personal development plan based on their agreed actions to improve their customer service skills. 1.4. Carry out their personal development activities and review their progress. 1.5. Obtain feedback from their manager or mentor about their customer service performance and update their personal development plan.	
2. Plan the coaching of others in customer service.	2.1. Identify and agree with colleagues specific customer service skills and knowledge those colleagues need in their customer service role. 2.2. Identify opportunities for colleagues to take actions to develop their customer service skills. 2.3. Plan and organise activities and coaching sessions for colleagues to help them develop their customer service skills.	
3. Coach others in customer service.	3.1. Coach colleagues to develop specific and agreed customer service skills. 3.2. Give colleagues the opportunity to practise skills, apply knowledge and gain experience to develop customer service competence. 3.3. Regularly check the progress of colleagues and modify their coaching as appropriate. 3.4. Give regular feedback to colleagues about the progress they are making. 3.5. Explain clearly to colleagues how ongoing support will be provided.	

<p>4. Understand how to develop their own and others' customer service skills.</p>	<p>4.1. Describe organisational systems and procedures for developing their own and others' personal performance in customer service.</p> <p>4.2. Explain how their behaviour impacts on others.</p> <p>4.3. Explain how to review effectively their personal strengths and development needs.</p> <p>4.4. Describe how to put together a personal development plan for themselves or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service.</p> <p>4.5. Explain how to obtain useful and constructive personal feedback from others.</p> <p>4.6. Describe how to respond positively to personal feedback.</p> <p>4.7. Describe how to put together a coaching plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service and their job role.</p> <p>4.8. Explain how to give useful and constructive personal feedback to others.</p> <p>4.9. Describe how to help others to respond positively to personal feedback.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Lead a team to improve customer service	
Level:	3	
Credit value:	7	
GLH:	47	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Plan and organise the work of a team.	1.1. Treat team members with respect at all times. 1.2. Agree with team members their role in delivering effective customer service. 1.3. Involve team members in planning and organising their customer service work. 1.4. Allocate work which takes full account of team members' customer service skills and the objectives of the organisation. 1.5. Motivate team members to work together to raise their customer service performance.	
2. Provide support for team members.	2.1. Check that team members understand what they have to do to improve their work with customers and why that is important. 2.2. Check with team members what support they feel they may need throughout this process. 2.3. Provide team members with support and direction when they need help. 2.4. Encourage team members to work together to improve customer service.	
3. Review performance of team members.	3.1. Provide sensitive feedback to team members about their customer service performance. 3.2. Encourage team members to discuss their customer service performance. 3.3. Discuss sensitively with team members action they need to take to continue to improve their customer service performance.	

<p>4. Understand how to lead a team to improve customer service.</p>	<p>4.1. Describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation.</p> <p>4.2. Explain how team and individual performance can affect the achievement of organisational objectives.</p> <p>4.3. Explain the implications of failure to improve customer service for their team members and their organisation.</p> <p>4.4. Describe how to plan work activities.</p> <p>4.5. Explain how to present plans to others to gain understanding and commitment.</p> <p>4.6. Explain how to facilitate meetings to encourage frank and open discussion.</p> <p>4.7. Explain how to involve and motivate staff to encourage teamwork.</p> <p>4.8. Describe how to recognise and deal sensitively with issues of underperformance.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Gather, analyse and interpret customer feedback	
Level:	3	
Credit value:	10	
GLH:	67	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Plan to gather customer feedback.	1.1. Identify the options available for collecting customer service feedback. 1.2. Evaluate the costs and benefits of each option for collecting customer feedback. 1.3. Select one or more methods for collecting customer feedback. 1.4. Plan in detail what information they will collect from customers. 1.5. Ensure the information they collect all has a customer focus. 1.6. Plan in detail how they will collect information from customers using their chosen method.	
2. Gather customer feedback.	2.1. Use their chosen method and detailed plan to collect customer feedback. 2.2. Monitor the collection of customer feedback to ensure it is falling within their chosen sampling frame. 2.3. Monitor the collection of customer feedback to ensure it focuses on customer service issues. 2.4. Record the data they collect in a way that makes analysis and interpretation easy. 2.5. Respect their customers' rights to confidentiality if the customers do not want their comments to be identified.	

<p>3. Analyse and interpret customer feedback.</p>	<p>3.1. Collate data collected from customers in order to identify patterns and trends in customer service.</p> <p>3.2. Perform appropriate calculations to summarise patterns and trends in the data.</p> <p>3.3. Present their analysis in a form that is easily understood.</p> <p>3.4. Link their analysis with their knowledge of their organisation's service offer and customer service processes in order to interpret the meaning of the data.</p> <p>3.5. Make recommendations for changes in their organisation's service offer or customer service processes in response to the views of their customers.</p> <p>3.6. Identify ways in which customer feedback can be used to inform customers and develop the customer relationship.</p>
<p>4. Understand how to gather, analyse and interpret customer feedback.</p>	<p>4.1. Explain random sampling techniques and how to evaluate bias in non-random samples.</p> <p>4.2. Identify principles of questionnaire design.</p> <p>4.3. Identify principles of effective interviewing.</p> <p>4.4. Explain how to calculate the cost of a customer survey.</p> <p>4.5. Describe techniques for monitoring data collection.</p> <p>4.6. Explain how to use appropriate software to record and analyse customer feedback.</p> <p>4.7. Describe methods of displaying and presenting data in a way that is easy to understand.</p> <p>4.8. Explain statistical techniques for summarising trends and patterns.</p> <p>4.9. Describe organisational procedures for recommending changes in the service offer or customer service procedures.</p> <p>4.10. Compare the advantages and disadvantages of collecting customer feedback through written questionnaires, by telephone, by interview, using focus groups or by internet or e-mail.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Support customer service improvements
Level:	2
Credit value:	5
GLH:	33
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Use feedback to identify potential customer service improvements.	<ul style="list-style-type: none"> 1.1. Gather informal feedback from their customers. 1.2. Use their organisation's procedures to collect feedback from their customers. 1.3. Use the information from their customers to develop a better understanding of their customer service experience. 1.4. Identify ways the service they give could be improved based on information they have gathered. 1.5. Share their ideas for improving customer service with colleagues.
2. Implement changes in customer service.	<ul style="list-style-type: none"> 2.1. Identify a possible change that could be made to improve customer service. 2.2. Present their idea for improving customer service to a colleague with the appropriate authority to approve the change. 2.3. Carry out changes to customer service procedures based on their own idea or proposed by their organisation. 2.4. Keep their customers informed of changes to customer service. 2.5. Give customers a positive impression of changes that have been made. 2.6. Work positively with others to support customer service changes.
3. Assist with the evaluation of changes in customer service.	<ul style="list-style-type: none"> 3.1. Discuss with others how changes to customer service are working. 3.2. Work with others to identify any negative effects of changes and how these can be avoided.

<p>4. Know how to support customer service improvements.</p>	<p>4.1. Explain how customer experience is influenced by the way service is delivered.</p> <p>4.2. Identify how customer feedback is obtained.</p> <p>4.3. Explain how to work with others to identify and support change in the way service is delivered.</p> <p>4.4. Describe why it is important to give a positive impression to their customer about the changes made by the organisation even if the learner disagrees with them.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Develop personal performance through delivering customer service	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Review performance in their customer service role.	1.1. Work with an appropriate person to establish what they need to know, understand and be able to do to work effectively in their customer service role. 1.2. Identify and review situations from their own positive and negative experiences as a customer. 1.3. Carry out a self assessment of their performance in their customer service role and identify their strengths, weaknesses and development needs.	
2. Prepare a personal development plan and keep it up to date.	2.1. Agree their strengths, weaknesses and development needs with an appropriate person. 2.2. Work with an appropriate person to draw up their own development objectives to improve their performance in their customer service role. 2.3. Develop a customer service personal development plan. 2.4. Regularly review their progress towards their objectives with an appropriate person.	
3. Undertake development activities and obtain feedback on their customer service performance.	3.1. Complete development activities identified in their customer service personal development plan. 3.2. Use their day to day experiences with their customers and their own experiences as a customer to develop their customer service performance. 3.3. Obtain feedback from an appropriate person about their customer service performance. 3.4. Review and update their customer service personal development plan.	

<p>4. Understand how to develop their personal performance through delivering customer service.</p>	<p>4.1. Describe their organisation's systems and procedures for developing personal performance in customer service.</p> <p>4.2. Explain how their behaviour has an effect on the behaviour of others.</p> <p>4.3. Explain how effective learning depends on a process of planning, doing and reviewing.</p> <p>4.4. Describe how to review effectively their personal strengths and development needs.</p> <p>4.5. Describe how to put together a personal development plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service.</p> <p>4.6. Explain how to access sources of information and support for their learning.</p> <p>4.7. Explain how to obtain useful and constructive personal feedback from others.</p> <p>4.8. Describe how to respond positively to personal feedback.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Support customers using on-line customer services	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Establish the type and level of support their customer needs to achieve on-line customer service.	1.1. Ensure that they are up-to-date with the on-line services that their customers use. 1.2. Identify what the customer is trying to achieve and what they are having difficulties with. 1.3. Question their customer to discover the customer's degree of familiarity with the system. 1.4. Offer their customer the option of trying the on-line approach once more. 1.5. Agree with their customer the exact nature of the problem and steps that may be taken to overcome it.	
2. Support on-line customer service in conversation with their customer.	2.1. Explore the on-line customer system in order to develop their own knowledge and skills in its use. 2.2. Step through the screen sequence with their customer whilst allowing them to operate the system for themselves. 2.3. Address their customer in an understanding and supportive manner. 2.4. Explain to their customer why certain steps are required in the process. 2.5. Offer the options to their customer of stepping them through the process or completing the transaction themselves. 2.6. Promote access to additional services or products when supporting customers on-line.	

<p>3. Understand how to support customers using on-line services.</p>	<p>3.1. Explain how their organisation's system for on-line service delivery works.</p> <p>3.2. Describe the importance of close active listening to discover what their customer is trying to achieve.</p> <p>3.3. Identify ways to communicate clearly with customers who have different levels of skills and understanding of the on-line system.</p> <p>3.4. Explain why it is generally preferable for their customer to complete a transaction for themselves.</p> <p>3.5. Explain the importance of building customer confidence in using the on-line system by supporting and encouraging.</p> <p>3.6. Compare the benefits and drawbacks of talking a customer through use of the system or completing the transaction themselves.</p> <p>3.7. Identify additional services or products that may be promoted to on-line customers.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Buddy a colleague to develop their customer service skills	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Plan and prepare to buddy a colleague.	1.1. Agree with their colleague aspects of the colleague's work which may benefit most from their buddying support. 1.2. Confirm their understanding of their colleague's job tasks and responsibilities using reliable sources. 1.3. Clarify the customer service image and impression their colleague should present in their job. 1.4. Arrange times when it will be most helpful to work alongside their colleague. 1.5. Plan details of a buddy session to support their colleague on the job.	
2. Support their buddy colleague on the job.	2.1. Agree with their colleague where they will be placed near them when buddying them on the job. 2.2. Ensure their presence when their buddy is dealing with customers does not detract from effective customer service. 2.3. Carry out customer service tasks in the presence of their buddy colleague to set an example the colleague can follow. 2.4. Observe their colleague closely to identify what they do well and areas in which they could improve. 2.5. Discuss each customer transaction briefly when there is time available between dealing with customers to identify approaches that work well and areas for improvement. 2.6. Praise their colleague on aspects of work which they have carried out well. 2.7. Explain to their colleague ways in which they can improve their customer service performance. 2.8. Make notes on their colleague's strengths and areas for development that they can discuss with their colleague.	

<p>3. Provide buddy support off the job.</p>	<p>3.1. Arrange suitable times to meet with their buddy colleague when they are not directly engaged with customers.</p> <p>3.2. Identify areas of general interest that help to establish rapport with their buddy colleague.</p> <p>3.3. Use notes made when observing their colleague to discuss positive and negative aspects of their colleague's performance.</p> <p>3.4. Agree actions their buddy colleague can take to improve their customer service performance.</p> <p>3.5. Offer hints and tips on effective customer service actions to their buddy colleague drawn from their own experience.</p>
<p>4. Understand how to buddy a colleague to develop their customer service skills.</p>	<p>4.1. Identify the tasks in their buddy colleague's job.</p> <p>4.2. Identify areas of the job that benefit most from buddying support.</p> <p>4.3. Describe the customer service image and impression that should be presented in their buddy colleague's job.</p> <p>4.4. Identify the best times at which to work alongside their buddy colleague.</p> <p>4.5. Identify ways to work alongside their buddy colleague without intruding on the customer relationship.</p> <p>4.6. Describe techniques for giving positive feedback and constructive criticism to their buddy colleague.</p> <p>4.7. Explain the importance of establishing an effective rapport with their buddy colleague.</p> <p>4.8. Review options for actions their buddy colleague can take to improve their customer service performance.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Develop your own customer service skills through self-study	
Level:	2	
Credit value:	6	
GLH:	40	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Find ways to learn more about customer service and their job.	1.1. Identify different sources of information and support that will help them to develop their customer service knowledge and skills. 1.2. Agree with their line manager, their mentor or others doing a similar job the best sources to use for self-development of their customer service knowledge and skills. 1.3. Take action to remind themselves to check on sources of information and support. 1.4. Search for additional sources of information to support their customer service learning. 1.5. Store materials that support self-study for future use. 1.6. Plan time to study the self-study materials they have collected.	
2. Use sources of self-development to extend their customer service skills and knowledge.	2.1. Access organisational update information to extend their knowledge of products and services. 2.2. Access organisational information to learn more about the way their role contributes to customer service. 2.3. Monitor publications to identify ideas and new developments in customer service which they could apply in their work. 2.4. Study collected information to develop their own customer service knowledge and skills. 2.5. Take action resulting from their learning to change the way they deal with customers. 2.6. Share their plans for action with their line manager, their mentor or others doing a similar job to seek those people's ideas for further options. 2.7. Record actions they take to learn more about customer service and identify those which have the most positive effects.	

<p>3. Know how to develop their own customer service skills through self-study.</p>	<p>3.1. Describe ways to locate information updating them on services and products in their information.</p> <p>3.2. Identify sources of information about customer service knowledge and skills that will help them to develop.</p> <p>3.3. List ways to store information that they use to develop their customer service skills.</p> <p>3.4. Describe the importance of focus when self-studying to improve their customer service knowledge and skills.</p> <p>3.5. Identify ways to convert information or ideas they have found through self-study into practical customer service actions.</p> <p>3.6. Identify the value of discussing their learning with their line manager, their mentor or others doing a similar job.</p> <p>3.7. Evaluate methods of recording actions to improve their customer service skills which have had positive effects.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Support Customers Using Self-Service Technology	
Level:	2	
Credit value:	5	
GLH:	33	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Identify the type of help needed by a customer using self-service technology.	1.1. Prepare a standard demonstration of using the self-service equipment. 1.2. Prepare to answer frequently asked questions about the operation of the self-service equipment. 1.3. Identify signs of when a customer is having difficulty with the self-service equipment. 1.4. Choose an appropriate style and level of intervention to help a customer who is having trouble using the self-service equipment.	
2. Assist a customer using self-service technology.	2.1. Maintain a professional, polite and approachable manner while they observe customers using self-help technology. 2.2. Demonstrate use of the self-service equipment to a customer. 2.3. Respond to a request for help from a customer using self-help equipment. 2.4. Make use of staff override options to clear self-service equipment for use by customers. 2.5. Talk a customer through use of the self-service equipment whilst allowing them to operate it. 2.6. Invite a customer to repeat the operation of the self-service equipment if that helps them to learn. 2.7. Make positive and encouraging comments to a customer who is learning to use the self-service equipment. 2.8. Explain to their customer why certain actions and steps are needed to operate self-service equipment. 2.9. Troubleshoot problems with self-service equipment and report errors and issues to appropriate people.	

<p>3. Understand how to support customers using self-service technology.</p>	<p>3.1. Explain why their organisation chooses to offer customers self-service equipment.</p> <p>3.2. Explain all aspects of normal operation of the customer self-service equipment.</p> <p>3.3. State frequently asked questions about operation of the self-service equipment and effective answers to those questions.</p> <p>3.4. Describe techniques for giving an effective demonstration of self-service equipment.</p> <p>3.5. Identify signals and signs that a customer needs help with self-service equipment.</p> <p>3.6. Describe organisational procedures for using staff intervention to clear self-service equipment.</p> <p>3.7. Explain the importance of building customer confidence in using self-service equipment.</p> <p>3.8. Describe organisational procedures for dealing with self-service equipment problems.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Work with others to improve customer service	
Level:	3	
Credit value:	8	
GLH:	53	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Improve customer service by working with others.	1.1. Contribute constructive ideas for improving customer service. 1.2. Identify what they have to do to improve customer service and confirm this with others. 1.3. Agree with others what they have to do to improve customer service. 1.4. Co-operate with others to improve customer service. 1.5. Keep their commitments made to others. 1.6. Make others aware of anything that may affect plans to improve customer service.	
2. Monitor their own performance when improving customer service.	2.1. Discuss with others how what they do affects customer service performance. 2.2. Identify how the way they work with others contributes towards improving customer service.	
3. Monitor team performance when improving customer service.	3.1. Discuss with others how teamwork affects customer service performance. 3.2. Work with others to collect information on team customer service performance. 3.3. Identify with others how customer service teamwork could be improved. 3.4. Take action with others to improve customer service performance.	
4. Understand how to work with others to improve customer service.	4.1. Describe who else is involved either directly or indirectly in the delivery of customer service. 4.2. Describe the roles and responsibilities of others in their organisation. 4.3. Describe the roles of others outside their organisation who have an impact on their services or products. 4.4. Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set. 4.5. Evaluate how their organisation identifies improvements in customer service.	

Additional information about the unit

Assessment requirements specified by a sector or regulatory body (if appropriate)

The assessment and quality assurance requirement for this unit provides evidence towards A and V units

Title:	Promote continuous improvement
Level:	3
Credit value:	7
GLH:	47
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. plan improvements in customer service based on customer feedback.	<ul style="list-style-type: none"> 1.1. gather feedback from customers that will help to identify opportunities for customer service improvement. 1.2. analyse and interpret feedback to identify opportunities for customer service improvements and propose changes. 1.3. discuss with others the potential effects of any proposed changes for their customers and their organisation. 1.4. negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change.
2. implement changes in customer service.	<ul style="list-style-type: none"> 2.1. organise the implementation of authorised changes. 2.2. implement the changes following organisational guidelines. 2.3. inform people inside and outside their organisation who need to know of the changes being made and the reasons for them. 2.4. monitor early reactions to changes and make appropriate fine-tuning adjustments.
3. review changes to promote continuous improvement.	<ul style="list-style-type: none"> 3.1. collect and record feedback on the effects of changes. 3.2. analyse and interpret feedback and share their findings on the effects of changes with others. 3.3. summarise the advantages and disadvantages of the changes. 3.4. use their analysis and interpretation of changes to identify opportunities for further improvement. 3.5. present these opportunities to somebody with sufficient authority to make them happen.

<p>4. understand how to promote continuous improvement.</p>	<p>4.1. review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements.</p> <p>4.2. explain how customer experience is influenced by the way service is delivered.</p> <p>4.3. explain how to collect, analyse and present customer feedback.</p> <p>4.4. explain how to make a business case to others to bring about change in the products or services they offer.</p>
<p>Additional information about the unit</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The assessment and quality assurance requirement for this unit provides evidence towards A and V units</p>

Title:	Monitor the Quality of Customer Service Transactions	
Level:	3	
Credit value:	7	
GLH:	47	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Prepare to monitor the quality of customer service transactions.	1.1. Identify the criteria against which quality of customer service transactions will be monitored. 1.2. Agree a sampling frame for monitoring customer service transactions. 1.3. Follow organisational procedures to ensure their monitoring plans are compliant with any need for staff and customers to know they are being observed. 1.4. Identify ratings and scales against which quality of customer service transactions can be measured. 1.5. Ensure that they are totally familiar with the customer service procedures for transactions they are monitoring.	
2. Monitor the quality of customer service transactions.	2.1. Carry out spot checks on or observations of the quality of customer service transactions. 2.2. Carry out planned and routine checks on or observations of the quality of customer service transactions. 2.3. Observe or listen to a colleague dealing with a customer service transaction. 2.4. Record their observations of a colleague's performance against agreed quality criteria. 2.5. Make judgements about their colleague's quality of service delivery by allocating a performance rating against a defined and agreed rating scale. 2.6. Analyse and summarise their observations to identify patterns and trends in their colleague's performance.	

<p>3. Give feedback on the quality of customer service transactions.</p>	<p>3.1. Engage with their colleague in preparation for giving feedback on the quality of their customer service delivery.</p> <p>3.2. Provide positive feedback to their colleague by identifying features of customer service that they delivered particularly well.</p> <p>3.3. Give feedback to their colleague regarding features of their customer service delivery that would benefit from development.</p> <p>3.4. Propose actions for coaching or training of a colleague in areas that would improve their customer service delivery.</p> <p>3.5. Maintain records of customer service quality monitoring and action plans for improvements.</p>
<p>4. Understand how to monitor the quality of customer service transactions.</p>	<p>4.1. Review the criteria against which the quality of customer service delivery is judged in their organisation.</p> <p>4.2. Describe ways to construct a representative sample of customer service transactions in order to monitor quality.</p> <p>4.3. Explain the importance of compliance with guidelines about ensuring customers and colleagues know they are being observed to monitor quality of service.</p> <p>4.4. Explain how to define ratings and scales against which customer service transactions can be judged.</p> <p>4.5. Explain their organisation's procedures and guidelines for customer service delivery.</p> <p>4.6. Describe ways to record details of customer service transactions they have observed in order to provide feedback.</p> <p>4.7. Describe techniques for analysing and summarising observations in order to identify patterns and trends in customer service delivery.</p> <p>4.8. Explain the importance of providing positive feedback to a colleague prior to identifying areas for improvement.</p> <p>4.9. Describe sources of information about coaching and training options to improve customer service delivery.</p> <p>4.10. Explain the importance of keeping detailed records of coaching and training relating to customer service delivery.</p>

Additional information about the unit

Assessment requirements specified by a sector or regulatory body (if appropriate)

The assessment and quality assurance requirement for this unit provides evidence towards A and V units

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