



SFJ Awards Level 3 Diploma in Customer Service

Regulation No: 601/5051/8

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Contact Us

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Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V2.0 updated January 2017: All pages re-formatted, updates to pages 5 and 10.

V3.0 updated August 2022: Withdrawal dates added

About this Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards Level 3 Diploma in Customer Service is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

The SFJ AWARDS Level 3 Diploma in Customer Service is a qualification aimed at individuals who intend to develop and gain formal recognition of their knowledge, understanding and competence of working in customer service. The qualification is generic, so it is suitable for individuals working or with access to work in a variety of roles in which customer service is a major component.

In the mandatory units, all learners will cover the essentials of organising and delivering customer service, the customer service environment, resolving customer problems, principles of business, personal and professional developing and customer retention. There are a range of optional units allowing learners scope to choose those areas most relevant to them, including but not limited to: developing resources to support consistency of customer service delivery, service partnerships, complaints, monitoring customer service interactions, verbal and written communication, product promotion, expectations, working on customers' premises, challenging customers, relationships, service improvements, real-time online customer service, social media, champion customer service, technology, self-service equipment, post-transaction service, negotiation, team performance, equality, diversity and inclusion, interdepartmental collaboration, closing sales, sales information analysis, buyer behaviour, contact centres, diary systems, event organisation, reception services, buddying colleagues, processing orders, bespoke software and employee rights and responsibilities.

This qualification is the combined component of the Advanced Apprenticeship in Customer Service.

Objective

Supporting a role in the workplace

Purpose

- D. Confirm occupational competence and/or 'licence to practice'
- D1. Confirm competence in an occupational role to the standards required

Sector

15.2 Administration

Structure

To achieve this qualification learners must achieve a minimum of 55 credits: 31 credits from the Mandatory Group and a minimum of 15 credits from Optional Group A. A maximum of 9 credits can come from Optional Group B.

	Unit	Credit	Guided Learning Hours
Mandatory Group			
1	Organise and deliver customer service	5	27
2	Understand the customer service environment	5	40
3	Resolve customers' problems	4	19
4	Principles of business	10	74
5	Manage personal and professional development	3	12
6	Understand customers and customer retention	4	35
Optional Group A			

7	Develop resources to support consistency of customer service delivery	5	21
8	Use service partnerships to deliver customer service	3	20
9	Resolve customers' complaints	4	22
10	Gather, analyse and interpret customer feedback	5	24
11	Monitor the quality of customer service interactions	5	27
12	Communicate verbally with customers	3	14
13	Communicate with customers in writing	3	20
14	Promote additional products and/or services to customers	2	14
15	Exceed customer expectations	3	15
16	Deliver customer service whilst working on customers' premises	4	20
17	Deliver customer service to challenging customers	3	16
18	Develop customer relationships	3	18
19	Support customer service improvements	3	12
20	Support customers through real-time online customer service	3	15
21	Use social media to deliver customer service	3	18
22	Champion customer service	4	17
23	Build and maintain effective customer relations	6	25
24	Manage a customer service award programme	4	15
25	Manage the use of technology to improve customer service	4	14
26	Develop a social media strategy for customer service	5	16
27	Support customers using self-service equipment	3	18
28	Provide post-transaction customer service	5	22
Optional Group B			
29	Negotiate in a business environment	4	18
30	Promote equality, diversity and inclusion in the workplace	3	15
31	Manage team performance	4	21
32	Manage individuals' performance	4	20
33	Collaborate with other departments	3	14
34	Negotiating, handling objections and closing sales	4	22
35	Obtaining and analysing sales-related information	4	24
36	Buyer behaviour in sales situations	3	27
737	Manage incidents referred to a contact centre	6	30

38	Lead direct sales activities in a contact centre team	4	8
39	Manage diary systems	2	12
40	Contribute to the organisation of an event	3	23
41	Provide reception services	3	15
42	Buddy a colleague to develop their skills	3	19
43	Employee rights and responsibilities	2	16
44	Processing sales orders	2	17
45	Bespoke Software	4	30

Delivery

Guided learning hours are 289-375. It is the responsibility of training 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 can vary from one training centre to another according to learners' needs. Guided learning hours are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.

Assessment

Assessment is by portfolio, internally set and marked and quality assured by SFJ AWARDS. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Evidence for competence-based units in this qualification must demonstrate the learner's consistent competence in the workplace. They must be met and assessed in line with the appropriate assessment strategy as indicated in the 'Guidance on Delivery and Assessment' section of the unit.

Knowledge-based units in this qualification must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Many of the units in this qualification feature additional assessment guidance for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

This qualification is not graded, successful learners achieve a pass.

Assessment terminology

The table below includes the terminology used in all types of assessment. It includes SFJ AWARDS's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
<p>These are foundation skills. Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.</p>	<p>define describe list name outline state</p>
Application	
<p>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts. Assessment tasks in this category require candidates, for example, to:</p> <ul style="list-style-type: none"> • make a practical decision • demonstrate the required knowledge, understanding, and skills in organisational contexts. 	<p>apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use</p>
Analysis	
<p>Candidates must be able to break down situations, statements, theory, and numerical and non-numerical data into components or essential features. For higher level analysis candidates should incorporate relevant concepts and theory into their arguments. Assessment tasks in this category require candidates to:</p> <ul style="list-style-type: none"> • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements 	<p>analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise</p>
Evaluation	
<p>The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence. Evaluation involves reflective thinking. Assessment tasks in this category require candidates to give detailed responses and while doing so:</p> <ul style="list-style-type: none"> • provide supported decisions or conclusions • make a reasoned case • make comparisons based on valid and relevant reasons and evidence • set up arguments based on valid reasons and evidence 	<p>advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise ...to what extent?</p>

Plagiarism

What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone else's work, ideas, and/or language and present it as their own.

How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:

- explain what plagiarism is and why it is wrong to plagiarise
- explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
- develop centre policies to prevent plagiarism
- explain the consequences of committing plagiarism
- explain the importance of referencing and teach the use of referencing systems
- set differentiated, individual assignments for each candidate

What are the consequences of plagiarism?

Tutors should explain to candidates that if detected, plagiarism will lead to a zero mark and possible suspension from SFJ AWARDS registration.

Age range and Geographical Coverage

This qualification is approved for learners 16+ in England and Northern Ireland.

Learner entry requirements

There are no formal entry requirements. However, learners should be able to work at level 2 or above and be proficient in the use of English Language.

Progression

Learners who achieve this qualification can progress to a variety of other apprenticeship qualifications using credits already achieved as there is an overlap of units. These include the Level 3 Diploma in Management and the Level 3 Diploma in Business Administration.

Tutor requirements

All trainers delivering this qualification must meet the requirements as per the assessment strategies found at the end of this document:

Appendix A: Skills CFA Assessment Strategy Competence units (S/NVQ)

Appendix B: Skills CFA Assessment Strategy 2010 Sales Standards

Appendix C: CfA Assessment Strategy Contact Centre Operations January 2012

Appendix D: ITQ Assessment Strategy England, Wales and Northern Ireland March 2009

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification.

Unit 1: Organise and deliver customer service L/506/2150

Guided Learning Hours: 27
 Unit Level: 3
 Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to organise customer service delivery	1.1	Explain how different methods of promoting products and/or services impact on customer service delivery
	1.2	Explain who should be involved in the organisation of customer service delivery
	1.3	Explain the importance of differentiating between customers' wants, needs and expectations
	1.4	Explain different ways of segmenting customer groups
	1.5	Explain how customer segmentation is used in organising customer service delivery
	1.6	Explain how to analyse the "customer journey"
2. Be able to plan the delivery of customer service	2.1	Identify customers' needs and expectations
	2.2	Map the "customer journey"
	2.3	Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service
	2.4	Prepare the resources needed to deliver products and/or services to different types of customers
	2.5	Plan how to deal with unexpected additional workloads
	2.6	Allocate priorities to address points of service failure
3. Be able to deliver customer service	3.1	Take steps to ensure that the needs of customers are balanced with organisational objectives
	3.2	Agree realistic and achievable actions with customers
	3.3	Identify areas for improvement in their own customer service delivery
	3.4	Adapt their own customer service delivery to meet customers' changing expectations

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to organise and deliver customer service. Upon completion of this unit, learners will be able to both plan and execute the delivery of customer service.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Methods of promoting of products and/or services could include but are not exclusive to advertising, e.g., TV, online, press, flyers, in store messaging, social media campaigns.

For Assessment Criteria 1.4, segmentation is the technique used to enable a business to better target its products at the right customers.

For Assessment Criteria 1.6, the customer journey refers to points of transaction, points of contact and response mechanisms for each stage of the journey.

For Assessment Criteria 2.3, systems and structures refer to the procedures, people and resources needed to deliver customer service.

For Assessment Criteria 2.4, resources can include but are not exclusive to staff, promotional materials and equipment.

A Service failure is a dissatisfactory service experience.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSB2 Deliver reliable customer service
- CFACSB10 Organise the delivery of reliable customer service

Unit 2: Understand the customer service environment Y/506/2152

Guided Learning Hours:	40
Unit Level:	3
Unit Credit:	5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the concepts and practices underpinning customer service delivery	1.1	Explain the value of customer service as a competitive tool
	1.2	Explain the process of mapping the customer journey and its importance in delivering effective customer service
	1.3	Describe techniques used to identify service failures
	1.4	Explain the concept and importance of the service profit chain
	1.5	Describe methods of measuring organisational effectiveness in the delivery of customer service
2. Understand the relationship between customer service and a brand	2.1	Explain the importance of a brand to customers and to an organisation
	2.2	Explain how branding can influence customers' perception of an organisation and its products and/or services
	2.3	Explain the potential impact of good and poor customer service on a brand
3. Understand the structure of customer service	3.1	Explain the features of different customer service models and customer service standards
	3.2	Explain the relationship between customer service and operational areas of an organisation
	3.3	Explain the relationship between customer service and continuous improvement processes
	3.4	Explain the costs and benefits of customer service to an organisation
	3.5	Explain the impact of organisational values on how customers create their expectations
	3.6	Explain how organisational values impact on meeting customer expectations
4. Understand the implications of legislation on customer service delivery	4.1	Explain the implications of consumer-related legislation on customer service delivery
	4.2	Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding the customer service environment. Upon completion of this unit, learners will have developed an understanding of the structure of customer service and the key concepts and practices that underpin customer service delivery. Learners will be aware of the relationship between customer service and a brand and will understand the implications of legislation on customer service delivery.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

For Assessment Criteria 1.1, competitive is as good as or better than others of a comparable nature.

Service failure is where the customer service standard and/or customer expectations have not been met.

Service profit chain is the relationship between profitability, customer loyalty and employee satisfaction, loyalty and productivity.

A brand is a type of product /service provided by a particular company under a specific name.

For Assessment Criteria 4.1, consumer-related legislation may include:

- Sales of Good Act 1979
- Consumer Protection Act 1987

Links

Customers Service (2013) National Occupational Standards:

- CFACSA7 Live up to the brand promise when delivering customer service
- CFACSA14 Use customer service as a competitive tool

Unit 3: Resolve customers' problems K/506/2169

Guided Learning Hours: 19
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the monitoring and resolution of customers' problems	1.1	Assess the suitability of a range of techniques for monitoring customer problems
	1.2	Explain how to use the resolution of customers' problems to improve products and/or services
	1.3	Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance
	1.4	Explain the features of negotiating techniques used to resolve customers' problems
2. Be able to deal with customers' problems	2.1	Confirm the nature and cause of customers' problems
	2.2	Explain when customers' problems should be treated as complaints
	2.3	Explain the benefits to customers and the organisation of the options available to solve problems
	2.4	Explain the drawbacks to customers and the organisation of the options available to solve problems
	2.5	Explain to customers the options for resolving their problems
	2.6	Agree solutions that meet customers' and organisational requirements within their own levels of authority
	2.7	Inform colleagues of the nature of problems and actions taken
	2.8	Evaluate the effectiveness of the resolution of customers' problems
	2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

Unit 3 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to resolve customers' problems. Upon completion of this unit, learners will be able to deal with customers' problems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Monitoring techniques may include, but are not limited to:

- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

Negotiating techniques may include but are not exclusive to,

- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSC5 Monitor and solve customer service problems

Unit 4: D/506/1942

Guided Learning Hours: 74

Unit Level: 3

Unit Credit: 10

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand business markets	1.1	Explain the characteristics of different business markets
	1.2	Explain the nature of interactions between businesses within a market
	1.3	Explain how an organisation's goals may be shaped by the market in which it operates
	1.4	Describe the legal obligations of a business
2. Understand business innovation and growth	2.1	Define business innovation
	2.2	Explain the uses of models of business innovation
	2.3	Identify sources of support and guidance for business innovation
	2.4	Explain the process of product or service development
	2.5	Explain the benefits, risks and implications associated with innovation
3. Understand financial management	3.1	Explain the importance of financial viability for an organisation
	3.2	Explain the consequences of poor financial management
	3.3	Explain different financial terminology
4. Understand business budgeting	4.1	Explain the uses of a budget
	4.2	Explain how to manage a budget
5. Understand sales and marketing	5.1	Explain the principles of marketing
	5.2	Explain a sales process
	5.3	Explain the features and uses of market research
	5.4	Explain the value of a brand to an organisation
	5.5	Explain the relationship between sales and marketing

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this unit, learners will develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Business markets are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods/services are sold between companies/organisations as opposed to consumer markets.

For Assessment Criteria 3.3, financial terminology as a minimum should include:

- Turnover
- Gross profit
- Net profit
- Debt
- Credit

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA112 Contribute to innovation in a business environment

Unit 5: Manage personal and professional development T/506/2952

Guided Learning Hours: 12
 Unit Level: 3
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify personal and professional development requirements	1.1	Compare sources of information on professional development trends and their validity
	1.2	Identify trends and developments that influence the need for professional development
	1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2. Be able to fulfil a personal and professional development plan	2.1	Evaluate the benefits of personal and professional development
	2.2	Explain the basis on which types of development actions are selected
	2.3	Identify current and future likely skills, knowledge and experience needs using skills gap analysis
	2.4	Agree a personal and professional development plan that is consistent with business needs and personal objectives
	2.5	Execute the plan within the agreed budget and timescale
	2.6	Take advantage of development opportunities made available by professional networks or professional bodies
3. Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
	3.2	Obtain feedback on performance from a range of valid sources
	3.3	Review progress toward personal and professional objectives
	3.4	Amend the personal and professional development plan in the light of feedback received from others

Unit 5 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document. Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 2.1, benefits may include, but are not limited to:

- Promotion prospects
- Improved knowledge and skills
- Use of new skills
- Opportunity to increase work responsibilities/salary

A skills gap analysis is a tool used to identify the difference between a current state and a future goal state within a business.

For Assessment Criteria 3.2, sources may include, but are not exclusive to:

- Management reviews
- Feedback reports from other internal departments
- External customer feedback reporting

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LAA1 Manage yourself
- CFAM&LAA2 Develop your knowledge, skills and competence
- CFAM&LAA3 Develop and maintain your professional networks

Unit 6: Understand customers and customer retention J/506/2910

Guided Learning Hours: 35
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand Customer Relationship Management (CRM)	1.1	Explain the concept of the “customer experience”
	1.2	Explain different methods of segmenting and characterising customers
	1.3	Explain the purpose and scope of CRM
	1.4	Describe the features of an effective CRM system
	1.5	Explain the uses of CRM data in customer service delivery
2. Understand customer retention	2.1	Explain the term customer retention
	2.2	Explain the benefits of customer retention to an organisation
	2.3	Explain the factors that influence customer retention
	2.4	Describe techniques used to attract and retain customers
	2.5	Explain how to assess the extent of customer loyalty
	2.6	Explain the factors involved in customer recovery
3. Understand the measurement of customer satisfaction	3.1	Describe techniques used to analyse performance data
	3.2	Explain the factors to be taken into account in setting performance targets and objectives
	3.3	Explain the features and uses of a range of techniques to measure customer satisfaction

Unit 6 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding customers and customer retention. Upon completion of this unit, learners will have developed an understanding of Customer Relationship Management (CRM), customer retention and the measurement of customer satisfaction.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

For Learning Outcome 1, segmenting and characterising customers can be based on a range of factors, including:

- Age
- Gender
- Employment status
- Marital Status
- Home ownership

Customer relationship management may be through software applications or paper-based systems.

For Learning Outcome 3, performance data could include but not be exclusive to:

- Number of complaints
- Number of returns
- Sales targets

Techniques to measure customer satisfaction may include but are not exclusive to feedback forms, surveys and mystery shoppers.

Links

Customers Service (2013) National Occupational Standards:

- CFACSB14 Review the quality of customer service
- CFACSB15 Build and maintain effective customer relations

Unit 7: Develop resources to support consistency of customer service delivery Y/506/2166

Guided Learning Hours: 21
 Unit Level: 3
 Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 7 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop resources to support consistency of customer service delivery. Upon completion of this unit, learners will be able to create and maintain a customer service knowledge base and develop customer service resource materials.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Evidence for this unit should be in line with organisational policies and procedures

For Assessment Criteria 1.5, content requirements of resource materials In line with organisational policies, in line with standards for house style and meeting objectives.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customer Service (2013) National Occupational Standards:

- CFACSA16 Build a customer service knowledge base

Unit 8: Use service partnerships to deliver customer service D/506/2167

Guided Learning Hours: 20
 Unit Level: 3
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 8 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to use service partnerships in the delivery of customer service. Upon completion of this unit, learners will be able to utilise this knowledge when delivering customer service within a customer service partnership.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Learning Outcome 1, a service chain is a sequence of services where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service.

A service partnership can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service.

A service level agreement (SLA) is part of a service contract where the service is formally defined.

For Learning Outcome 2, communication methods may include, but are not exclusive to:

- Written
- Email
- Letters
- Verbal
- Face to face
- Telephone

Negotiating techniques may include, but are not exclusive to,

- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

For Assessment Criteria 3.5, sources of information may include, but are not limited to:

- Internal customers
- External customers
- Quality reports
- Sales analysis

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSB9 Deliver customer service using service partnerships

Unit 9: Resolve customers' complaints R/506/2151

Guided Learning Hours:	22
Unit Level:	3
Unit Credit:	4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the monitoring and resolution of customers' complaints	1.1	Assess the suitability of a range of monitoring techniques for customers' complaints
	1.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery
	1.3	Explain negotiating techniques used to resolve customers' complaints
	1.4	Explain conflict management techniques used in dealing with upset customers
	1.5	Explain organisational procedures for dealing with customer complaints
	1.6	Explain when to escalate customers' complaints
	1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
	1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1	Confirm the nature, cause and implications of customers' complaints
	2.2	Take personal responsibility for dealing with complaints
	2.3	Communicate in a way that recognises customers' problems and understands their points of view
	2.4	Explain the advantages and limitations of different complaint response options to customers
	2.5	Explain the advantages and limitations of different complaint response options to the organisation
	2.6	Keep customers informed of progress
	2.7	Agree solutions with customers that address the complaint and which are within the limits of their own authority
	2.8	Record the outcome of the handling of complaints for future reference
	2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaint

Unit 9 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to resolve customers' complaints. Upon completion of this unit, learners will be able to deal with customers' complaints.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Monitoring techniques may include, but are not limited to:

- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

Negotiating techniques may include, but are not exclusive to:

- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

Conflict management techniques may include, but are not limited to:

- Standard Communication
- Referral to specialist team
- Explanation at source
- 'Second facing' at source

For Assessment Criteria 1.5, organisational procedures may include, but are not limited to:

- Explanation at source

QMS: 601/5051/8 Specification

- 'Second facing' at source
- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard Communication
- Referral to specialist team

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSC7 Process customer service complaints
- CFACSC8 Handle referred customer complaints

Unit 10: Gather, analyse and interpret customer feedback D/506/2170

Guided Learning Hours: 24
 Unit Level: 3
 Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to gather, analyse and interpret customer feedback	1.1	Describe methods of collecting data for customer research
	1.2	Explain random sampling techniques used to collect data
	1.3	Explain how to evaluate bias in non-random samples
	1.4	Explain the principles of questionnaire design
	1.5	Assess the suitability of a range of techniques to analyse customer feedback
	1.6	Explain techniques used to monitor the quality of data collected
	1.7	Explain the use of software to record and analyse customer feedback
	1.8	Explain the validation issues associated with customer feedback
	1.9	Explain the importance of anonymising comments from customers who do not wish to be identified
2. Be able to plan the collection of customer feedback on customer service issues	2.1	Identify the objectives of collecting customer feedback
	2.2	Justify the reasons for selecting different data collection methods
	2.3	Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe
3. Be able to gather customer feedback	3.1	Collect customer feedback using the sampling frame identified in a customer service plan
	3.2	Record data in a way that makes analysis straightforward
	3.3	Verify that all data is handled in line with legal, organisational and ethical policies and procedures
4. Be able to analyse and interpret customer feedback to recommend improvements	4.1	Use data analysis methods to identify patterns and trends in customer feedback
	4.2	Use the findings of a data analysis to identify areas for improvement to customer service
	4.3	Present the findings of an analysis in the agreed format

	4.4	Recommend improvements in response to the findings of an analysis
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Unit 10 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to gather, analyse and interpret customer feedback. Upon completion of this unit, learners will be able to plan the collection of customer feedback, gather customer feedback, and analyse and interpret customer feedback to inform recommendations for improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Bias refers to inclination or prejudice for or against.

Techniques to analyse customer feedback may include:

- Verifying data
- Identifying over-arching themes
- Highlighting 'quick wins' and 'red alerts'

Techniques to monitor the quality of data collected may include:

- sampling
- monitoring
- review of methods used

For Assessment Criteria 1.8, a validation issue is something that affects the accuracy of data.

For Assessment Criteria 1.9, anonymising comments refers to ensuring that they do not contain information which reveals someone's identity.

Data collection methods could include:

- Surveys
- Monitoring social media
- Comments boxes
- Email/contact forms

QMS: 601/5051/8 Specification

For Learning Outcome 3, data should be recorded in line with organisational procedures.

For Learning Outcome 4, data analysis methods are for quantitative and qualitative data e.g. spreadsheets, software, manual analysis.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD12 Gather, analyse and interpret customer feedback

Unit 11: Monitor the quality of customer service interactions K/506/2172

Guided Learning Hours: 27

Unit Level: 3

Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to monitor the quality of customer service interactions	1.1	Describe techniques for monitoring the quality of customer service interactions
	1.2	Explain organisational procedures and guidelines for customer service delivery
	1.3	Explain the advantages and limitations of different methods for monitoring the quality of customer service interactions
	1.4	Explain how to construct a representative sample of customer service interactions for monitoring purposes
	1.5	Explain how data protection legislation applies to monitoring the quality of customer service interactions
	1.6	Explain how monitoring actions taken can identify possible improvements in customer service interactions
	1.7	Explain techniques to gather customer feedback
2. Be able to prepare to monitor the quality of customer service interactions	2.1	Identify the criteria against which the quality of customer service interactions will be monitored
	2.2	Specify a sampling frame that would provide information to meet monitoring objectives
	2.3	Select monitoring techniques that are capable of collecting the required information
	2.4	Ensure that staff and customers are made aware of the fact that they will be monitored
3. Be able to monitor the quality of customer service interactions	3.1	Monitor the quality of customer service interactions with minimal disruption to business
	3.2	Assess the quality of customer service interactions against agreed criteria
	3.3	Identify patterns and trends in colleagues' performance
	3.4	Give constructive feedback to colleagues on the quality of customer service interactions

Unit 11 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to monitor the quality of customer service interactions. Upon completion of this unit, learners will be able to prepare to, and execute, monitoring of the quality of customer service interactions.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Monitoring techniques may include, but are not limited to:

- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD13 Monitor the quality of customer service transactions

Unit 12: Communicate verbally with customers D/506/2119

Guided Learning Hours: 14
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to communicate verbally with customers	1.1	Explain the importance of effective communication in customer service
	1.2	Explain how tone of voice, choice of expression and body language can affect the way customers perceive their experience
	1.3	Explain why “customer service language” is used
	1.4	Describe different questioning techniques that can be used when communicating with customers
	1.5	Describe verbal and non-verbal signals that show how a customer may be feeling
	1.6	Describe the types of information needed when communicating verbally with customers
2. Be able to use customer service language to communicate with customers	2.1	Identify customers’ wants and priorities
	2.2	Listen “actively” to what customers are saying
	2.3	Communicate clearly, concisely and professionally with customers
	2.4	Use a tone of voice and expression that reinforces messages when communicating with customers
	2.5	Use language that reinforces empathy with customers
	2.6	Adapt their response in accordance with customers’ changing behaviour
	2.7	Provide information and advice that meets customers’ needs
	2.8	Maintain organisational standards of behaviour and communication when interacting with customers
	2.9	Check that customers have understood what has been communicated
	2.10	Adhere to organisational policies and procedures, legal and ethical requirements when communicating verbally with customers

Unit 12 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to communicate verbally with customers. Upon completion of this unit, learners will be able to use customer service language to communicate with customers.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Customer service language may include phrases such as:

- "my pleasure"
- "no problem"
- "have a good day"
- "thank you for your custom"

Questioning techniques may include, but are not exclusive to:

- open
- closed
- verbal
- written
- probing
- clarification

A verbal signal is a phrase or statement said by the customer. A non-verbal signal is the body language of the customer.

Listening actively refers to:

- Asking questions to check information
- Repeating information to show understanding
- Avoiding distractions, assumptions and interruptions
- Using body language/facial expressions as if the customer is present

QMS: 601/5051/8 Specification

For Assessment Criterion 2.10, legal and ethical requirements will be specific to the sector but could include:

- The Data Protection Act
- The Equality Act

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA3 Communicate effectively with customers
- CFACSB6 Use questioning techniques when delivering customer service

Unit 13: Communicate with customers in writing T/506/2126

Guided Learning Hours: 20
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 13 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to communicate with customers in writing. Upon completion of this unit, learners will be able to both plan and produce written communications.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Written communication may include letters, emails, online forums etc.

For Assessment Criterion 1.4, implications include those of a legal nature.

A service offer defines the extent and limits of the customer service that an organisation is offering

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA13 Deal with customers in writing or electronically

Unit 14: Promote additional products and/or services to customers L/506/2133

Guided Learning Hours: 14
 Unit Level: 2
 Unit Credit: 2

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 14 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to promote additional products and/or services to customers. Upon completion of this unit, learners will be able to promote additional products and/or services to customers.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.4, techniques may include but are not exclusive to:

- Verbal communication
- Written communication
- Product placement

For Assessment Criterion 2.1, the customer experience can be in relation to both internal and external customers.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA5 Promote additional services or products to customers

Unit 15: Exceed customer expectations Y/506/2135

Guided Learning Hours: 15
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to exceed customer expectations	1.1	Explain how customers form expectations of the service they will receive
	1.2	Explain legislation, organisational policies and procedures that can limit or vary the service offer
	1.3	Explain the types of actions that customers are likely to perceive as adding value
	1.4	Explain how to recognise when actions taken to offer added value could be built into the service offer
2. Be able to exceed customer expectations	2.1	Identify differences between customers' expectations and needs and the service offer
	2.2	Explain the service offer clearly and concisely to customers
	2.3	Identify options that offer added value without affecting other customers adversely
	2.4	Make offers to customers within their own authority levels
	2.5	Take action to ensure that customers are aware that offers made to them have added value and exceed the service offer
	2.6	Record agreements made and actions taken

Unit 15 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to exceed customer expectations. Upon completion of this unit, learners will be able to exceed customer expectations at work.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criteria 1.2, legislation could include:

- Sale of Goods Act 1979 (as amended)
- Age restrictive legislation covering for example the sale of:
 - Tobacco - Children and Young Persons (Protection from Tobacco) Act 1991 and Children and Young Person (Sale of Tobacco) Order 2007
 - Alcohol products - Licensing Act 2003
 - Spray paint – Anti Social Behaviour Act 2003
 - Knives – Criminal Justice Act 1988 etc.
- Equality Act 2010
- H&S at Work Act 1974

Organisational policies will be specific to the organisation but could include,

- Time in which goods can be returned (returns policy)
- Gift receipts
- Condition in which goods can be returned
- Validity of gift vouchers – expiry date
- Availability of the service offer
- Restrictions on the service offer, e.g. one per household, per customer
- H&S at work implications of any offer, e.g. working hours

For Assessment Criterion 1.3, Added Value is the extra, over and above the basic product or service offer that an organisation makes to its customers. This added value represents extra benefits that can truly delight the customers and keep them loyal.

The service offer is defined as the extent and limits of the customer service that an organisation is offering.

For Assessment Criterion 2.4, offers to customers could include:

- providing promotional vouchers
- offering additional service within organisational guidelines
- offering additional services that have been advertised
- making verbal offers as appropriate, e.g., offering something which is approved by the organisation but which the customer thinks has come from the individual

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA9 Go the extra mile in customer service

Unit 16: Deliver customer service whilst working on customers' premises T/506/2143

Guided Learning Hours: 20
 Unit Level: 2
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 16 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to deliver customer service whilst working on customers' premises. Upon completion of this unit, learners will be able to deliver customer service whilst working on customers' premises.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.5, risks are situations or hazards that could cause harm, danger or exposure to danger.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSB3 Deliver customer service on your customer's premises

Unit 17: Deliver customer service to challenging customers F/506/2159

Guided Learning Hours: 16
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the delivery of customer service to challenging customers	1.1	Describe different types of challenging customers in the customer service environment
	1.2	Explain an organisation's procedures and standards of behaviour for dealing with challenging customers
	1.3	Explain behaviours that make it challenging to deal with customers
	1.4	Explain the difference between assertive and aggressive behaviour
	1.5	Describe techniques to deal with customers' challenging behaviour
	1.6	Explain their own levels of authority for agreeing actions outside the service offer
	1.7	Explain why it is important that colleagues are informed when challenging customers re-open or escalate matters
2. Be able to deal with challenging customers	2.1	Identify the signs that indicate that a customer is challenging
	2.2	Express understanding of customers' point of view without admitting liability
	2.3	Explain to customers the limits of the service they can offer
	2.4	Explain to customers the reasons for an organisation's position and policy
	2.5	Agree a way forward that balances customer satisfaction and organisational needs
	2.6	Obtain help from colleagues when options for action are beyond their level of authority
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with challenging customers

Unit 17 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to deliver customer service to challenging customers. Upon completion of this unit, learners will be able to deal with challenging customers.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Challenging customers may have:

- problems/ questions
- additional needs / requirements
- poor communication skills and language barriers

or be:

- angry
- unreasonable
- confused

For Assessment Criterion 1.3, behaviours may include but are not limited to:

- aggression
- frustration
- irritation
- confrontation

For Assessment Criterion 1.5, techniques may include but are not limited to:

- active listening
- asking questions
- showing empathy
- using positive body language
- taking action

QMS: 601/5051/8 Specification

A service offer defines the extent and limits of the customer service that an organisation is offering.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSC4 Deliver customer service to challenging customers

Unit 18: Develop customer relationships Y/506/2149

Guided Learning Hours: 18
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 18 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop customer relationships. Upon completion of this unit, learners will be able to develop relationships with customers.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Customer expectations are what people think should happen and how they think they should be treated when asking for or receiving customer service.

Alternative service offers may include:

- Product replacement or upgrade
- Refund
- Compensation
- Additional support
- Extended warranties

Customer Relationship Management systems may be software applications or paper-based systems to manage customer data.

For Assessment Criteria 2.3, others may include colleagues, supervisors and managers.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD1 Develop customer relationships

Unit 19: Support customer service improvements T/506/2160

Guided Learning Hours: 12
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 19 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to support customer service improvements. Upon completion of this unit, learners will be able to identify the potential for improvements to customer service and support the implementation of improvements to customer service.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criterion 1.1, sources of information may include but are not limited to:

- Customer surveys
- Research Studies
- Analysis of data

For Assessment Criterion 1.2, a constraint is a limit or restriction.

For Assessment Criterion 3.3, relevant people may include, but are not limited to:

- Colleagues
- Managers
- Shareholders

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD2 Support customer service improvements

Unit 20: Support customers through real-time online customer service A/506/2161

Guided Learning Hours: 15
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 20 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to support customers through real-time online customer service. Upon completion of this unit, learners will be able to establish the customer service support needed by customers and support online customer service in real-time.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Online customer service systems could refer to:

- Automated online assistants
- Instant messages
- technical support operator/ technician

For Assessment Criterion 3.2, communication with customers in terms they can understand should be in line with the organisation's communication guidance, using lay terms rather than jargon.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD4 Support customers using on-line customer services

Unit 21: Use social media to deliver customer service J/506/2163

Guided Learning Hours: 18
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 21 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required when using social media to deliver customer service. Upon completion of this unit, learners will be able to deal with customers using social media.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Social media platforms may include but are not limited to Twitter, Facebook and online forums.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA19 Deal with customers using a social media platform

Unit 22: Champion customer service D/506/2153

Guided Learning Hours: 17
 Unit Level: 4
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to champion customer service	1.1	Evaluate the importance of viewing operations from the customer's viewpoint
	1.2	Analyse the role of service partners in providing customer service
	1.3	Evaluate the effectiveness of information collection systems and reports
	1.4	Describe organisational decision-making processes and limits of their own authority
	1.5	Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements
	1.6	Describe activities that give added value to the service chain
2. Be able to identify the scope for improvements to customer service	2.1	Monitor customer service delivery to identify issues that are important to customer service
	2.2	Analyse the implications of improvements to customer service
	2.3	Identify customer service issues relating to new products and/or services
	2.4	Identify the strategic and managerial implications of changes to customer service and the service offer
3. Be able to champion customer service	3.1	Promote the role of customer service within an organisation's operational plans
	3.2	Inform individual staff members about their role in championing customer service
	3.3	Promote the benefits of effective customer service
	3.4	Provide validated customer service advice and information to colleagues
	3.5	Support others to identify areas for improvement to customer service
	3.6	Monitor the effectiveness of advice and information given

	3.7	Take actions to ensure that customer service delivery meets agreed standards
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Unit 22 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills required to champion customer service. Upon completion of this unit, learners will be able to identify the scope for customer service improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criteria 1.1, the evaluation should include the impact on operations at a strategic business level.

For Assessment Criteria 1.2, service partners refers to how a service partnership can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service. A service partner may be one of those organisations or departments.

As a minimum, the analysis should demonstrate that the learner has clearly identified their service partners, the contributions that they make, the interdependencies that exist and the implications of non-cooperation.

For Assessment Criteria 1.3, the evaluation of effectiveness should be based on information collected over a period of time. It should not rely on supposition.

For Assessment Criteria 1.5, the suitability of a range of monitoring techniques should be assessed in relation to specific key performance indicators which have been identified as a means of measuring customer service.

Service chain refers to a sequence of services where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service.

For Learning Outcome 2, it is expected that feedback will be sought from customers to help define issues that are important to customer service.

As a minimum, the analysis of implications should include cost, benefit, feasibility and impact on service partners. Learners are recommended to take a holistic approach and include improvements identified as part of AC 1.5, 1.6 and 2.1.

QMS: 601/5051/8 Specification

A service offer defines the extent and limits of the customer service that an organisation is offering.

For Learning Outcome 3, the learner should be able to demonstrate their personal input to an organisation's mid to long term operational plans.

The monitoring should relate to the advice and information given as part of AC3.4 and should form a natural 'follow-through' as part of performance management activities.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA17 Champion customer service

Unit 23: Build and maintain effective customer relations R/506/2179

Guided Learning Hours: 25
 Unit Level: 4
 Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to build effective relationships with customers	1.1	Analyse stakeholder mapping techniques
	1.2	Analyse the features of influencing techniques
	1.3	Explain how influencing techniques can be used to improve the relationship with customers
	1.4	Evaluate the benefits and value of relationships with customers and customer loyalty
	1.5	Explain how techniques to manage expectations are applied to the management of customers
	1.6	Explain different types of acceptable compromise
	1.7	Evaluate the benefits of adopting a “customer-centred” approach
2. Be able to determine the scope for building effective relationships with customers	2.1	Identify the customers with whom relationships should be developed
	2.2	Identify the interests and concerns of customers with whom relationships should be developed
	2.3	Evaluate the scope for and limitations of building relationships with different types of customer
3. Be able to develop effective relationships with customers	3.1	Behave in a way that creates mutual trust and respect
	3.2	Provide information and perform actions within agreed timescales
	3.3	Take account of feedback provided by customers
	3.4	Keep customers up to date with new products and/or services and developments
	3.5	Assess regularly the extent to which customers’ expectations are met
	3.6	Use personal influence and authority to ensure that customer needs are met or exceeded

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

Unit 23 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills required to build and maintain effective customer relations. Upon completion of this unit, learners will be able to determine the scope for building effective relationships with customers, consequently develop effective relationships with customers, and finally review and improve relationships with customers.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Stakeholder mapping is identifying the customer base by comparing their influencing power against their interest in the product or service.

Influencing techniques include logical persuading, reciprocative methods and loyalty schemes.

The types of compromise considered to be acceptable compromises may be defined by the organisation.

"Customer centred approach" is pre-empting the customer's needs and expectations.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSB15 Build and maintain effective customer relations

Unit 24: Manage a customer service award programme L/506/2181

Guided Learning Hours:	15
Unit Level:	4
Unit Credit:	4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 24 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills required to manage a customer service award programme. Upon completion of this unit, learners will be able to plan and manage a customer service award programme.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

An award programme refers to a scheme which may be internal or external that enables organisations to recognise and reward great service. This can be for individuals or for organisations.

A business case captures the reasoning for initiating a project or task.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD17 Manage a customer service award programme

Unit 25: Manage the use of technology to improve customer service Y/506/2183

Guided Learning Hours: 14
 Unit Level: 4
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 25 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills required to manage the use of technology to improve customer service. Upon completion of this unit, learners will be able to identify opportunities for customer service improvement through the use of technology and consequently implement changes in technology to improve customer service.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD18 Apply technology or other resources to improve customer service

Unit 26: Develop a social media strategy for customer service D/506/2962

Guided Learning Hours:	16
Unit Level:	4
Unit Credit:	5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the development of a customer service social media strategy	1.1	Explain the role of social media within the organisation's customer service strategy
	1.2	Analyse the components and scope of a social media strategy and its links with other aspects of the organisation
	1.3	Explain the importance of marketing and brand values for the organisation's strategy
	1.4	Explain the functionality and features of external social media tools
	1.5	Analyse media management tools in relation to social networking
	1.6	Evaluate the way in which the organisation's use of social media contributes to business performance
2. Be able to develop a customer service social media strategy	2.1	Evaluate the factors affecting the development of a customer service social media strategy
	2.2	Assess the suitability of different methods of engaging customers using social media
	2.3	Analyse competitor presence and activity in social media
	2.4	Formulate a vision for a social media strategy that takes account of the organisation's operating environment and practical constraints
	2.5	Develop a strategy that is consistent with the organisation's overall business strategy and objectives and addresses identified risks
3. Be able to promote the benefits of social media networking to customer service	2.6	Evaluate the extent to which existing organisational structures and processes are capable of delivering the strategy
	3.1	Evaluate the benefits and drawbacks of using social media for dissemination purposes
	3.2	Analyse the benefits and consequences of social media engagement with customers
	3.3	Promote on-going dialogue with customers through social networking

	3.4	Act as a social media “champion” within the organisation
	3.5	Analyse the risks attached to the use of social media

Unit 26 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills required to develop a social media strategy for customer service. Upon completion of this unit, learners will be able to develop a customer service social media strategy. Learners will also be able to promote the customer service benefits of social media networking.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Brand Values are customers' perceptions of an organisation and/or its products.

External Social media tools may include, but are not limited to:

- LinkedIn
- Twitter
- Facebook
- Instagram
- YouTube
- Vimeo
- Pinterest
- Google+
- Flickr

Social media "champion" is an advocate for the use of social media for the delivery of customer service to colleagues and team members.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSA20 Champion the use of social media to build customer trust and enhance brand value

Unit 27: Support customers using self-service equipment H/506/2977

Guided Learning Hours: 18
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to support customers using self-service equipment	1.1	Explain how the self-service equipment works
	1.2	Describe problems that are commonly encountered by customers when using self-service equipment
	1.3	Explain demonstration techniques to use when supporting customers using self-service equipment
	1.4	Explain organisational procedures for the use of equipment and fault reporting
2. Be able to identify the help needed by customers using self-service equipment	2.1	Identify signs that show when a customer is having difficulty with the self-service equipment
	2.2	Identify a style and level of intervention that meets customers' needs
3. Be able to help customers to use self-service equipment	3.1	Maintain a professional, polite and approachable manner while monitoring customers' use of equipment
	3.2	Use staff override functions to enable self-service equipment to be used by customers
	3.3	Explain to customers how to use the equipment and complete the transaction
	3.4	Report equipment-related errors and issues to the right person

Unit 27 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to support customers using self-service equipment. Upon completion of this unit, learners will be able to identify the help needed by customers using self-service equipment and consequently provide help to customers using self-service equipment.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Self-service equipment refers to machines that enable customers to pay for purchases without direct input from the organisation's staff.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSD7 Support customers using self-service technology

Unit 28: Provide post-transaction customer service K/506/2978

Guided Learning Hours: 22
 Unit Level: 2
 Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand post-transaction customer service	1.1	Explain organisational policies and procedures for post-transaction customer service
	1.2	Explain the purposes and range of post-transaction activities
	1.3	Explain the implications of sales contracts, guarantees and warranties to post-transaction customer service
	1.4	Explain how legislation and regulation affect customers' rights
	1.5	Explain the advantages and disadvantages of post-transaction customer service programmes
2. Be able to provide post-transaction customer service	2.1	Implement a programme of planned post-transaction interventions in line with organisational guidelines
	2.2	Use unplanned opportunities post-transaction to provide customer service
	2.3	Identify reasons for contacting customers post-transaction
	2.4	Confirm customers' levels of satisfaction post-transaction
	2.5	Make recommendations to decision makers to enhance customer satisfaction
	2.6	Present a professional and helpful image

Unit 28 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to provide post-transaction customer service. Upon completion of this unit, learners will be able to provide post-transaction customer service.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Policies and procedures explained should be in relation to the organisation where the learner carries out post-transactional customer service (LO2).

Where possible the explanation should be in relation to sales contracts, guarantees and warranties provided by the organisation.

Specific, relevant examples of legislation and regulation should be referred to and explained.

A programme should consist of a series of interventions carried out over time.

The learner should demonstrate that they are able to recognise unplanned opportunities and take appropriate action to provide customer service over and above what would normally be expected.

The learner should demonstrate that they actively consider ways of enhancing customer satisfaction and make recommendations which are feasible within their real work environment. Learners should make more than one recommendation over time.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Unit 29: Negotiate in a business environment H/506/1912

Guided Learning Hours: 18
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning negotiation	1.1	Describe the requirements of a negotiation strategy
	1.2	Explain the use of different negotiation techniques
	1.3	Explain how research on the other party can be used in negotiations
	1.4	Explain how cultural differences might affect negotiations
2. Be able to prepare for business negotiations	2.1	Identify the purpose, scope and objectives of the negotiation
	2.2	Explain the scope of their own authority for negotiating
	2.3	Prepare a negotiating strategy
	2.4	Prepare fall-back stances and compromises that align with the negotiating strategy and priorities
	2.5	Assess the likely objectives and negotiation stances of the other party
	2.6	Research the strengths and weaknesses of the other party
3. Be able to carry out business negotiations	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities
	3.2	Adapt the conduct of the negotiation in accordance with changing circumstances
	3.3	Maintain accurate records of negotiations, outcomes and agreements made
	3.4	Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Unit 29 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to negotiate in a business environment and introduce learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAG124 Negotiate in a business environment

Unit 30: Promote equality, diversity and inclusion in the workplace T/506/1820

Guided Learning Hours: 15
 Unit Level: 3
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 30 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to promote equality, diversity and inclusion in the workplace. Upon completion of this unit, learners will have developed an understanding of both the organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will utilise this knowledge in supporting equality, diversity and inclusion in the workplace.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

When meeting the relevant criteria in this unit, learners should ensure they specifically address all three areas of:

- Equality
- Diversity
- Inclusion

Equality Legislation will include but is not exclusive to the Equality Act 2010.

Forms of discrimination may include but are not exclusive to:

- Direct Discrimination
- Indirect Discrimination

For Assessment Criteria 3.1, colleagues primarily relates to colleagues for whom the learner has line manager responsibility.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LBA7 Promote equality of opportunity, diversity and inclusion

Unit 31: Manage team performance A/506/1821

Guided Learning Hours: 21
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 31 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, a benchmark is a standard or measurement that may include:

- Key performance indicators (KPIs)
- Best operational practices

For Assessment Criteria 1.2, quality management techniques may include:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDB2 Allocate work to team members
- CFAM&LDB3 Quality assure work in your team

Unit 32: Manage individuals' performance J/506/1921

Guided Learning Hours: 20
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 32 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage individuals' performance. Upon completion of this unit, learners will have developed an understanding of the management of underperformance in the workplace and will be able to manage individuals' performance in the workplace.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Organisational objectives are the overall goals, purpose and mission of a business as established by its management.

Motivation techniques may include, but are not exclusive to:

- Incentives and rewards
- Flexible working arrangements
- Praise and gratitude
- Coaching or mentoring

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDB4 Manage people's performance at work
- CFAM&LDC2 Support individuals' learning and development
- CFAM&LDC3 Mentor individuals
- CFAM&LDC5 Help individuals address problems affecting their performance

Unit 33: Collaborate with other departments M/506/1931

Guided Learning Hours: 14
 Unit Level: 3
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to collaborate with other departments	1.1	Explain the need for collaborating with other departments
	1.2	Explain the nature of the interaction between their own team and other departments
	1.3	Explain the features of effective collaboration
	1.4	Explain the potential implications of ineffective collaboration with other departments
	1.5	Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	2.1	Analyse the advantages and disadvantages of collaborating with other departments
	2.2	Identify with which departments collaborative relationships should be built
	2.3	Identify the scope for and limitations of possible collaboration
3. Be able to collaborate with other departments	3.1	Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2	Work with other departments in a way that contributes to the achievement of organisational objectives

Unit 33 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to collaborate with other departments. Upon completion of this unit, learners will understand how to collaborate with other departments and be able to identify opportunities for collaboration and consequently collaborate with other departments.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Collaborating may include, but is not limited to:

- Meeting to discuss ideas
- Sharing information
- Sharing resources
- Working on a common project
- Secondment of team members

Knowledge management is the process of capturing, sharing, developing and effectively using organisational knowledge.

A service level agreement (SLA) is part of a service contract where the service is formally defined.

Organisational objectives are the overall goals, purpose and mission of a business as established by its management.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDD3 Develop and sustain collaborative relationships with other departments

Unit 34: Negotiating, handling objections and closing sales F/502/8612

Guided Learning Hours: 22
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to handle objections and negotiate with the customer	1.1	Describe the scope of authority and responsibility when dealing with objections
	1.2	Identify the resources available to counter the sales objections
	1.3	Describe how to plan and prepare for negotiation
	1.4	Describe how to use testimonials to progress a sale
	1.5	Explain the advantages and disadvantages of different methods of closing a sale
	1.6	Explain organisational procedures for documenting the negotiated sale
2. Be able to prepare for objections and negotiation with the customer	2.1	Identify possible sales objections and appropriate responses prior to dealing with the customer
	2.2	Confirm authorisation to negotiate
	2.3	Prepare a negotiation plan that is capable of providing a mutually acceptable outcome
3. Be able to handle objections	3.1	Identify customer needs and wants in relation to objections by using a variety of questioning techniques
	3.2	Identify and prioritise customers' concerns
	3.3	Provide evidence to the customer of the strengths of the organisation's products or services
	3.4	Confirm with the customer that the objection(s) have been overcome
	3.5	Identify and respond to verbal and non-verbal buying signals in a way that is consistent with the nature of the signals
4. Be able to negotiate with the customer	4.1	Carry out negotiations according to negotiation plan

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

Unit 34 Guidance on Delivery and Assessment

Delivery

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

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013) in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Assessment may be based on either candidate performance at work or through simulation, as necessary. If the unit or any part of it is simulated, it must be undertaken in a 'realistic working environment' (RWE). Further guidance can be found sections 3-4 of the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013).

Links

Sales NOS (Skills CfA).

Unit 35: Obtaining and analysing sales-related information R/502/8615

Guided Learning Hours: 24
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the uses of sales-related information	1.1	Explain the importance of up-to-date information for sales planning purposes
	1.2	Explain the benefits and risks of using a range of information sources to support sales activities
	1.3	Explain the limitations of sales-related information
	1.4	Explain the importance of reviewing sales data requirements for current and future use
2. Understand how to use tools and methods to analyse sales-related information	2.1	Explain the advantages and disadvantages of different systems to gather sales-related information
	2.2	Explain how to use different software packages for analysing and presenting sales-related information
3. Be able to obtain sales-related information about customers, markets and competitors	3.1	Specify the information needed to develop an understanding of customers, competitors and markets
	3.2	Identify sources that are capable of providing the required information about the organisation's markets, customers and competitors
	3.3	Collate sales-related information using planned systems and taking ad hoc opportunities to gather information, in a way that enables data manipulation, analysis and interpretation
4. Be able to use tools and methods to analyse sales-related information	4.1	Select analytical tools and methods that are capable of providing the required degree of analysis of sales-related information
	4.2	Define the information needs of the target audience for different types of sales-related information
	4.3	Use the analytical protocols that are appropriate to the selected tools and methods
	4.4	Identify issues, trends, themes, linkages and interdependencies from an analysis of sales-related information
	4.5	Validate the reliability and validity of the findings of the analysis
	4.6	Provide sales-related information to the target audience within the agreed timescale and budget

Unit 35 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills needed to obtain and analyse information that helps to understand the markets for products and/or services and the volume, mix and value of the products or services sold.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013) in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Assessment may be based on either candidate performance at work or through simulation, as necessary. If the unit or any part of it is simulated, it must be undertaken in a 'realistic working environment' (RWE). Further guidance can be found sections 3-4 of the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013).

Links

Sales NOS (Skills CfA).

Unit 36: Buyer behaviour in sales situations K/502/8622

Guided Learning Hours: 27
 Unit Level: 3
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the impact of different models of buyer behaviour on the sales cycle	1.1	Explain the consumer buying decision-making process
	1.2	Explain how the consumer buying decision-making process affects the sales cycle
	1.3	Describe the influences that affect the consumer decision-making process
	1.4	Explain the organisational buying decision-making process
	1.5	Explain how the organisational buying decision-making process affects the sales cycle
	1.6	Describe the influences that affect the organisational buying decision-making process
	1.7	Explain the impact of the different roles within the decision-making unit on the sales cycle
2. Be able to respond to the buyer at each stage of the decision making process	2.1	Use the methods for contacting customers, influencers and decision-makers appropriate to different stages of the buying decision-making process
	2.2	Respond to different decision-makers in a sales situation in a way that is appropriate to their role
	2.3	Use objections as buying opportunities
	2.4	Confirm solution(s) offered meet the needs and wants of decision-makers

Unit 36 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge, understanding and skill necessary to enable the sales person to respond to different members of the decision-making unit, whether in consumer markets or organisational markets.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013) in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Assessment may be based on either candidate performance at work or through simulation, as necessary. If the unit or any part of it is simulated, it must be undertaken in a 'realistic working environment' (RWE). Further guidance can be found sections 3-4 of the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013).

Links

Sales NOS (Skills CfA).

Unit 37: Manage incidents referred to a contact centre K/503/0418

Guided Learning Hours: 30
 Unit Level: 3
 Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to manage incidents through a contact centre	1.1	Respond to incoming contacts relating to incidents in accordance with organisational procedures
	1.2	Select resources that are available to deal with reported incidents
	1.3	Inform the selected personnel of their responsibilities in accordance with organisational procedures
	1.4	Specify the action needed from personnel that are deployed to deal with the incident in accordance with organisational procedures
	1.5	Monitor the management of the incident in accordance with organisational procedures
	1.6	Ensure that the correct decision paths have been followed to manage reported incidents
	1.7	Deal with queries and/or complaints about incident handling in accordance with organisational procedures
2. Be able to provide support to colleagues on incident management in a contact centre	2.1	Agree with colleagues the areas in which they need support and guidance in incident management
	2.2	Agree with colleagues the type of support that will provide them with support that is capable of meeting their identified needs
	2.3	Identify actions to improve team performance in incident handling from a review of incident management results
3. Understand how to manage incidents reported to a contact centre	3.1	Explain the incident management services offered by the contact centre
	3.2	Describe the strengths and weaknesses of methods of assessing the validity and priority of the potential incident
	3.3	Explain the importance of clear communication using the most appropriate channel with those dealing with incidents
	3.4	Describe the strengths and weaknesses of ways of monitoring the actions of those deployed to deal with the incident
	3.5	Describe the strengths and weaknesses of different types of support for colleagues
	3.6	Explain the importance of reviewing incident management results

Unit 37 Guidance on Delivery and Assessment

Delivery

This unit concerns being able to manage incidents through a contact centre, provide support to colleagues on incident management and understand management of incidents reported to a contact centre.

Assessment

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

This unit is subject to the requirements set out in the CfA Assessment Strategy Contact Centre Operations January 2012. See Appendix C located at the end of this specification.

Simulation

Simulation is not allowed for any part of this unit. Further guidance can be found in the CfA Assessment Strategy Contact Centre Operations January 2012 (see Appendix C at the end of this document).

Links

Contact Centre NOS 39.

Unit 38: Lead direct sales activities in a contact centre team D/503/0397

Guided Learning Hours: 8
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to carry out sales activities in a contact centre	1.1	Prepare for a direct sales activity in accordance with organisational procedures
	1.2	Establish customer wishes and needs
	1.3	Offer options to customers by linking their wishes and needs to products and/or services
	1.4	Adapt their sales style and techniques to mirror customer wishes and behaviour
	1.5	Close the sale by agreement with the customer during the customer contact
	1.6	Record the confirmed order in accordance with organisational procedures
	1.7	Ensure compliance with relevant regulation and legislation that has an impact on direct sales through a contact centre
	1.8	Complete the authorisation or payment in accordance with organisational procedures
2. Be able to analyse contact centre sales data	2.1	Collate sales data from direct sales activities in a format that enables data manipulation
	2.2	Analyse sales performance against market and customer trends
	2.3	Summarise the results of the sales analysis to enable the formulation of a sales plan
3. Be able to lead a team involved in direct sales activities in a contact centre	3.1	Identify sales activities which are capable of fulfilling the sales plan
	3.2	Agree realistic and achievable team sales targets including cross-selling and up-selling
	3.3	Monitor the team's sales performance against agreed targets
	3.4	Identify opportunities for improving sales performance through a review of contact centre team sales performance and approach
	3.5	Provide encouragement and guidance to team colleagues during sales activities
4. Understand sales activities in a contact centre team	4.1	Explain the features and benefits of the products and/or services offered or supported by the contact centre

	4.2	Explain the organisational and regulatory requirements of direct sales activities
	4.3	Explain the techniques for overcoming objections and questions from customers during sales activities
	4.4	Explain the importance of adapting their style and approach to mirror customers' style and perspective
	4.5	Explain the importance of setting a good example in a contact centre team
	4.6	Explain how to set sales targets including cross-selling and up-selling

Unit 38 Guidance on Delivery and Assessment

Delivery

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

Assessment

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

This unit is subject to the requirements set out in the CfA Assessment Strategy Contact Centre Operations January 2012. See Appendix C located at the end of this specification.

Simulation

Simulation is not allowed for any part of this unit. Further guidance can be found in the CfA Assessment Strategy Contact Centre Operations January 2012 (see Appendix C at the end of this document).

Links

Contact Centre NOS 20.

Unit 39: Manage diary systems L/506/1807

Guided Learning Hours: 12
 Unit Level: 2
 Unit Credit: 2

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of diary systems	1.1	Explain the importance of keeping diary systems up to date
	1.2	Describe the basis on which bookings and changes are prioritised
	1.3	Explain any constraints relating to making bookings for people or facilities
	1.4	Describe the types of problems that can occur when managing diaries
2. Be able to manage diary systems	2.1	Obtain the information needed to make diary entries
	2.2	Make accurate and timely diary entries
	2.3	Respond to changes in a way that balances and meets the needs of those involved
	2.4	Communicate up-to-date information to everyone involved
	2.5	Keep diaries up-to-date
	2.6	Maintain the requirements of confidentiality

Unit 39 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage diary systems. Upon completion of this unit, learners will be able to manage diary systems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Diary systems may include:

- Paper diaries
- Electronic diary systems

For Assessment Criterion 2.4, everyone involved should cover attendees and stakeholders attending or affected by the meeting or the subject area

For Assessment Criterion 2.6, the requirements of confidentiality should include:

- Legislation and regulation related to confidentiality
- The policies and procedures of the organisation

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA431 Use a diary system

Unit 40: Contribute to the organisation of an event L/506/1869

Guided Learning Hours: 23
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand event organisation	1.1	Explain the roles, responsibilities and accountabilities of individuals involved in the event
	1.2	Explain the purpose and features of different types of events
	1.3	Describe the type of resources needed for different types of events
	1.4	Describe the different needs attendees may have and how to meet these
	1.5	Explain the requirements of health, safety and security when organising events
	1.6	Describe the types of problems that may occur during events and how to deal with them
2. Be able to carry out pre-event actions	2.1	Identify venue requirements for an event
	2.2	Obtain resources within the agreed timescales
	2.3	Distribute pre-event documentation to delegates in accordance with the event plan
	2.4	Co-ordinate attendee responses within the agreed timescale
	2.5	Identify any special requirements of event attendees
3. Be able to set up an event	3.1	Set up layout and resources in accordance with the event plan
	3.2	Confirm that all identified resources are in place and meet requirements
	3.3	Behave in a way that maintains organisational values and standards
4. Be able to carry out post-event actions	4.1	Ensure the venue is restored to the required conditions in accordance with the terms of the contract
	4.2	Carry out follow-up actions in accordance with the event plan and agreements made at the event

Unit 40 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to contribute to the organisation of an event. Upon completion of this unit, learners will be able to carry out pre-event actions, set up an event and then carry out post-event actions.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA311 Support the organisation and co-ordination of events

Unit 41: Provide reception services H/506/1814

Guided Learning Hours: 15
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand reception services	1.1	Explain the receptionist's role in representing an organisation
	1.2	Explain an organisation's structure and lines of communication
	1.3	Describe an organisation's standards of presentation
	1.4	Explain the health, safety and security implications of visitors to a building
	1.5	Explain how to deal with challenging people
2. Be able to provide a reception service	2.1	Welcome visitors in accordance with organisational standards
	2.2	Direct visitors to the person they are visiting in accordance with organisational standards
	2.3	Record visitors' arrivals and departures in accordance with organisational procedures
	2.4	Provide advice and accurate information within organisational guidelines on confidentiality
	2.5	Keep the reception area tidy and materials up-to-date
	2.6	Answer and deal with telephone calls within organisational standards
	2.7	Adhere to organisational procedures on entry, security, health and safety

Unit 41 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to provide reception services. Upon completion of this unit, learners will be able to provide reception services.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

An organisation's structure could include the departments and contact points for referrals.

For Assessment Criterion 1.5, challenging people should cover those who have difficult queries who require specific assistance.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAC312 Provide reception services

Unit 42: Buddy a colleague to develop their skills M/506/1895

Guided Learning Hours: 19
 Unit Level: 2
 Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to buddy a colleague	1.1	Describe what is expected of a buddy
	1.2	Explain techniques to give positive feedback and constructive criticism
	1.3	Explain techniques to establish rapport with a buddy
2. Be able to plan to buddy a colleague	2.1	Agree which aspects of a colleague's work may benefit from buddying
	2.2	Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague
	2.3	Agree a schedule of meetings that minimise disruption to business
	2.4	Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3. Be able to support a buddy colleague carrying out work activities	3.1	Remain unobtrusive while a buddy colleague carries out their work activities
	3.2	Provide examples of how to carry out tasks correctly
	3.3	Identify instances of good practice and areas for improvement through observation
	3.4	Praise a buddy colleague on well completed tasks
	3.5	Give constructive feedback on ways in which a buddy could improve performance
	3.6	Offer a buddy hints and tips based on personal experience

Unit 42 Guidance on Delivery and Assessment Delivery

This unit aims to develop the knowledge and skills required to buddy a colleague to develop their skills. Upon completion of this unit, learners will be able to develop a plan to buddy a colleague and then put that plan into action by supporting a buddy colleague in carrying out work activities.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.2, techniques may include:

- Choice of Medium used to provide feedback
- Giving praise
- Choice of Timing, location and approach

For Assessment Criterion 1.3, techniques may include:

- Body language
- Listening actively
- Speech tone
- Understand strengths and weaknesses of each other
- Collaboration and partnership working
- Build objectives and aims

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customer Service (2013) National Occupational Standards:

- CFACSD5249 Buddy a colleague to develop their customer service skills

Unit 43: Employee rights and responsibilities L/506/1905

Guided Learning Hours: 16
 Unit Level: 2
 Unit Credit: 2

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry	Role of occupation within organisation/ industry: E.g. job description, additional/ ad hoc duties etc.
	1.2	Describe career pathways within their organisation and industry	Career pathways within organisation/ industry: Covering: training programmes, study, requirements etc.
	1.3	Identify sources of information and advice on an industry, occupation, training and career pathway	Information on industry, occupation, training, career pathway: E.g. human resources, line managers, handbooks, websites, sector skills councils, labour market reports, trade magazines etc.
	1.4	Describe an organisation's principles of conduct and codes of practice	Organisation's principles of conduct/ codes of practice: Covering: target audience, restrictions on behaviour, focus on compliance/ rules, defining ethical resolutions for given problems/ situations etc.
	1.5	Explain issues of public concern that affect an organisation and industry	Issues of public concern: E.g. environmental damage, faulty/ hazardous products, economic uncertainty, liquidations, illegal activity, sabotage, industrial espionage etc.
	1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role	Representative bodies: Including: associations, trade unions etc.: covering: negotiating terms of employment, collective bargaining, provision of legal services, tackling misconduct/ bullying and grievances etc.
2. Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role	Main points of legislation affecting employers/ employees: Covering: pay, holidays, sickness, absenteeism, maternity, redundancy and discrimination on the grounds of race, gender, sexuality etc.; with reference to the Equality Act 2010, Working Time Regulations 2007, Equal Pay Act 1970, National Minimum Wage Act 1998, Working Time Directive etc.

	2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour	Employer's expectations for employees: With reference to terms of contract, codes of practice, customs/ norms of the industry, those which are legally required etc.
	2.3	Describe the procedures and documentation that protect relationships with employees	Procedures/ documentation protecting relationships with employees: E.g. Employment Statutory Code of Practice, policies and procedures of organisation etc.
	2.4	Identify sources of information and advice on employment rights and responsibilities	<p>Information on employment rights/ responsibilities:</p> <p>Internal: Human Resources, line managers, policies and procedures of organisation, terms of employment contract, handbooks, information posters, trade unions etc.</p> <p>External: Government agencies, the Department for Business, Innovation and Skills (BIS), National Archives website (for all UK legislation), the Advisory, Conciliation and Arbitration Service (ACAS), the Citizens Advice Bureau (CAB), the Work Foundation etc.</p>

Unit 43 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge needed to understand their employee rights and responsibilities. Upon completion of this unit, learners will have developed an understanding of the role of organisations and industries, as well as gaining an understanding and awareness of employers' expectations and employees' rights and obligations.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Unit 44: Processing sales orders M/502/8587

Guided Learning Hours: 17
 Unit Level: 2
 Unit Credit: 2

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to process and follow up sales orders	1.1	Explain the importance of sales order processing
	1.2	Describe organisational processes for ordering products and/or services
	1.3	Describe different sources of information used to check customer credit
	1.4	Describe the different payment methods accepted by sales orientated organisations
	1.5	Explain the role of the despatch function
	1.6	Describe service standards relating to sales order completion
	1.7	Explain the importance of storing information securely
2. Be able to process sales orders	2.1	Identify customer sales order requirements
	2.2	Check that the credit status of the customer meets organisational standards
	2.3	Confirm the availability of products and/or services to the customer
	2.4	Ensure that information given to the customer about delivery, timing and price is accurate
	2.5	Ensure that the sale is authorised following the organisation's procedures
	2.6	Finalise the transaction in accordance with organisational procedures
	2.7	Ensure that the customer is aware of the terms and conditions of sale
	2.8	Ensure that the customer's requirements are communicated to those responsible for fulfilling sales orders
	2.9	Identify who to go to when in need of support with sales order processing problems
3. Be able to follow up sales order processing	3.1	Keep the customer informed of the sales order progress and any problems with the sale order
	3.2	Advise the customer of current discounts and special offers

	3.3	Check all information is stored securely
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Unit 44 Guidance on Delivery and Assessment

Delivery

The aim of this unit is to provide the skill and knowledge needed to process orders and payments.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013) in Appendix C at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Assessment may be based on either candidate performance at work or through simulation, as necessary. If the unit or any part of it is simulated, it must be undertaken in a 'realistic working environment' (RWE). Further guidance can be found sections 3-4 of the Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013).

Links

Sales NOS (Skills CFA).

Unit 45: Bespoke Software J/502/4397

Guided Learning Hours: 30
 Unit Level: 3
 Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Input and combine information using bespoke software	1.1	Input relevant information accurately so that it is ready for processing
	1.2	Select and use appropriate techniques to link and combine information within the application and across different software applications
2. Create and modify appropriate structures to organise and retrieve information efficiently	2.1	Evaluate the use of software functions to structure, layout and style information
	2.2	Create, change and use appropriate structures and/or layouts to organise information efficiently
	2.3	Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available
3. Exploit the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, analyse and format information
	3.2	Check information meets needs, using IT tools and making corrections as necessary
	3.3	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
	3.4	Select and use presentation methods to aid clarity and meaning

Unit 45 Guidance on Delivery and Assessment

Delivery

This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively. On completion of this unit a learner should be able to select and use a range of advanced bespoke software tools and techniques for complex or non-routine information.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix D at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Bespoke software tools and techniques at this level are defined as:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix D at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Appendix A: Skills CFA Assessment Strategy Competence units (S/NVQ) – April 2014

Business Administration Customer Service Management and Leadership

1. Introduction

This Assessment Strategy provides principles and guidance to Awarding Organisations for the assessment of competence-based units and qualifications (including Scottish Vocational Qualifications and National Vocational Qualifications) within Business Administration¹, Customer Service and Management and Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA principles in regards to:

- external quality control of assessment
- requirements of assessor and verifiers
- evidence
- employer direct model

These principles are in addition to the generic criteria that Awarding Organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework and any regulatory requirements specified by the SQA Accreditation.

This strategy should only be used for the assessment of competence-knowledge based units and qualifications. Awarding Organisations may assess knowledge-only units as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of Awarding Organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.

2.1 External verification

- Awarding Organisations are responsible for the competence of external verifiers. It is the responsibility of Awarding Organisations to monitor centres' performance in accordance with regulatory requirements.
- Awarding Organisations must consistently apply external verification processes at all assessment centres delivering competence-based qualifications. These should be underpinned by standard risk assessment and risk management processes.

2.2 Risk assessment

- Awarding Organisations must carry out standard risk assessments for all qualification assessment centres that are delivering competence-based qualifications. Identified risks must be managed appropriately.
- Awarding Organisations must retain evidence to prove that a risk assessment has been carried out for each approved centre, and that a strategy to minimise any identified risk has been implemented.

2.3 Data requests

- Each quarter, Awarding Organisations must provide registration and achievement data at all qualification levels (1 to 7) and unit levels (where possible) to Skills CFA.

¹ Or Business & Administration in Scotland
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3. Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by several appointed individuals.

3.1 Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, Assessors must:

- Hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. An Assessor working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

3.2 External quality assurer (EQA)²

The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

Potential EQAs should:

- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. If an EQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified external verifier³. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be "occupationally competent or have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards including being able to make judgements about the quality of assessment and the assessment process.

It is the responsibility of the awarding body to select and appoint EQAs.

² Also known as External Verifier (EV)

³ The need for countersigning the decisions of EQAs working towards a qualification, applies to England and Wales and not Scotland.

3.3 Internal quality assurer (IQA)⁴

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

Potential IQAs should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA⁵. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be “occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process.

4. Evidence

4.1 Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

4.2 Simulation

- Simulation can be applied to all units listed in Appendage B
- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a ‘realistic working environment’ (RWE). A RWE is “an environment which replicates the key characteristics in which the skill to be assessed is normally employed”. The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendage A.

5. Employer direct model

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use the employer direct model:

- **An organisation must:**

⁴ Also known as Internal Verifier (IV)

⁵ The need for countersigning the decisions of IQAs working towards a qualification, applies to England and Wales and not Scotland.

- have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; OR
- seek guidance and approval from an awarding organisation to demonstrate that they have:
 - appropriate processes in place to facilitate assessment, moderation or verification functions
 - carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification
- **An Awarding Organisation must:**
 - offer this model to employers only
 - supply information on the requirements for internal and external moderation/verification activities to assessment centres.

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual continual professional development (CPD) records that are maintained in assessment centres.

6. Appendage A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units in Appendage B:

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. the RWE is managed as a real work situation
2. assessment must be carried out under realistic business pressures
3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. candidates must be expected to achieve a volume of work comparable to normal business practices
5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units
8. customer perceptions of the RWE is similar to that found in the work situation being represented
9. candidates must show that their productivity reflects those found in the work situation being represented.

7. Appendage B – Simulation: a list of units

Simulation can only be applied to the following competence units:

Business Administration

Skills CFA Ref.	Unit title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Unit title	Level
CS 2	Communication in customer service	1

CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1

Management and Leadership

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Appendix B: Skills CFA Assessment Strategy 2010 Sales Standards (updated January 2013)

1. Introduction

1.1 The Sales Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Sales NVQs / SVQs and competence-based qualifications.

2. External quality control

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Sales NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations/bodies will carry out standard risk assessments in each Sales NVQ / SVQ and competence based qualification assessment centre and manage all identified risks appropriately

2.3 Awarding organisations/bodies will consistently apply external verification processes at all Sales NVQ / SVQ and competence based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations/bodies will supply Skills CFA with reports:

Quarterly: provide registration and achievement data at qualification levels and unit level where possible.

3. Assessing performance

3.1 Assessment of all units at any level of Sales NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Units which have been imported by the CFA in their Sales NVQs / SVQs and competence based qualifications will be assessed in compliance with their relevant assessment strategies.

4. Simulation of NVQ / SVQ units

4.1 If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).

4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

5. Occupational expertise to assess performance, and moderate and verify assessments

5.1 Candidates must be assessed, moderated or verified at work either by:

a. **Assessors, moderators or verifiers** who have achieved or are working towards achievement of the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

b. A **trainer, supervisor or manager**, employed by an organisation, who must either:

1. Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,

2. Seek guidance and approval from an awarding organisation to demonstrate that the;

- Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
- Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based, and the A and V units. This is known as the employer direct model in Scotland.

5.2 **Assessors** must be occupationally competent to make Sales assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Sales moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Sales assessment centres.

5.5 The sector requires all assessors, moderators and verifiers to maintain current Sales competence to deliver these functions. The CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Sales assessment centres.

Appendix C: CfA Assessment Strategy Contact Centre Operations January 2012

1. Introduction

1.1 The Contact Centre Operations Assessment Strategy is designed to provide awarding organisations/bodies with a robust and flexible approach to deliver assessment for Contact Centre NVQs / SVQs and competence-based qualifications.

2. External quality control

2.1 Awarding organisations/bodies will provide qualifications and quality assurance that support their delivery to all Contact Centre Operations NVQs/SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations/bodies will carry out standard risk assessments in each Contact Centre Operations NVQ / SVQ and competence based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Contact Centre Operations NVQ / SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations/bodies will supply the CfA: Business Skills @ Work (CfA) with quarterly reports on registration and achievement data at qualification level.

3. Assessing performance

3.1 Assessment of Contact Centre Operations NVQs /SVQs at Levels 2 to 4 must be based on candidate performance at work.

3.2 The Level 1 NVQ/SVQ Award in Contact Centre Operations can be assessed in the workplace and/or a in a realistic working environment (see 4. below), depending on what is the most appropriate.

3.3 Units which have been imported by the CfA in their Contact Centre Operations NVQs/SVQs will be assessed in compliance with the imported assessment strategies.

4. Realistic working Environment for NVQ/SVQ units

4.1 Only the Level 1 NVQ/SVQ Award in Contact Centres can be assessed in a realistic working environment.

4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, “provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed”.

5. Occupational expertise to assess performance, and moderate and verify assessments

5.1 Candidates work achievements must be assessed, moderated or verified at work by:

a. Assessors, moderators or verifiers who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification;

OR

b. A trainer, supervisor or manager, elected by an employer, who must either:

1) Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

2) Seek guidance and approval from their awarding organisation to demonstrate that the;

· Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;

- Trainer, supervisor or manager is able to map their training and/or qualifications in assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model.

5.2 **Assessors** must be occupationally competent to make Contact Centre Operations assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Contact Centre Operations moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations/bodies will supply information on the requirements for internal and external moderation / verification activities to Contact Centre assessment centres.

5.5 The CfA and awarding organisations/bodies require all assessors, moderators and verifiers to have a sound knowledge and understanding of Contact Centre competence to deliver these functions. The CfA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Contact Centre Operations assessment centres.

Appendix D: ITQ Assessment Strategy England, Wales and Northern Ireland March 2009

Section A

1 Introduction

1.1 Background to the new ITQ Framework

The 2008 development of the National Occupational Standards (NOS) for Using IT and this associated assessment strategy are a key tool in the planned delivery of the Sector Skills Agreement for IT (SSA).

The SSA is uniting employers, educators, government and others to create a coherent strategy for IT skills based on a common, employer-led plan of action, that will transform the IT skills landscape such that:

- All organisations in every sector will be fully realising the potential of IT to help drive their business goals, so that the UK is a world leader in its exploitation of IT for innovation, service and business competitiveness.
- All individuals in the UK will have - and will continue to develop - the IT user skills necessary to fully participate in the e-economy.
- IT user skills will enhance individuals' employability, social lives and ability to benefit from online services.

World class research cited in the Qualifying for the Information Age – the e-skills UK Sector Qualification and Learning Strategy⁶ (SQLS) identifies, that workers in virtually all occupations need to be able to use more sophisticated IT systems more effectively to create new sources of customer value. Users will not only need increased levels of skills in basic desk top technology; they will also increasingly need to be skilled in security management and IT support processes and tools, and also the use of communications and mobile technologies.

The SSA for IT sets out a clear target state for stakeholders delivering and beneficiaries receiving better IT user skills:

- A simplified, flexible framework for recognising achievement in IT skills operates across the UK, throughout both the education system and industry. The SQLS, together with the associated Action Plan, designed to deliver on the SSA, identifies the following principle⁷ for delivering on this target.
- Principle 4: The ITQ Framework will be used to organise and position learning and qualifications within the coherent environment. All IT user qualifications and learning will be recorded through a recognised Record of Achievement

This means that:

- All IT User qualification and learning will be based on common unit descriptions directly aligned to the National Occupational Standards for IT Users and encompassed in the ITQ Framework.
- Qualifications and learning are described in a consistent way, which is understood by employers and learners.
- Learners at all stages will engage with a common environment that will enable seamless progression.
- There is recognition and central aggregation of all individuals' elements of learning and achievement within a formal record that is meaningful to employers.
- Funding agencies are able to monitor achievement and return on investment.

The National Occupational Standards (NOS) for Using IT and enhancement of the flexibility of the ITQ both in terms of content and how it is delivered will form a major part of the implementation of the SQLS for IT users. This will enable further alignment of all IT user qualifications and learning with the NOS, within the ITQ Framework.

1.2 Qualifications and Credit Framework

The ITQ Framework is designed to support the development of IT user qualifications, based on units of credit, for accreditation onto the Qualifications and Credit Framework (QCF)⁸, which is a new way of recognising skills and

⁶ Available for download at: www.e-skills.com/SQLS

⁷ See SQLS (e-skills UK, 4th April 2008) page 5.

⁸ For more information about the QCF visit the following link on the QCA website: www.qca.org.uk/QCF. The ITQ Framework is also designed to fit the Scottish Credit and Qualifications Framework (SCQF).

qualifications. The QCF does this by awarding credit for qualifications and units (small steps of learning). It enables people to gain qualifications at their own pace along flexible routes.

This new approach is anticipated to deliver the following benefits.

For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements.

For learning providers (schools, colleges, training providers, workplaces) the QCF will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement
- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- help them describe achievements to employers and learners in a language that is easy to understand.

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national framework
- describe levels of achievement in terms everyone can understand
- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

The regulatory arrangements for the QCF⁹ set out the following aims and design principles for accredited qualifications.

The aim of the QCF is to support the establishment, maintenance and continuing development of a qualifications system that is:

- inclusive – able to recognise the achievements of all learners at any level and in any area of learning
- responsive – enabling individuals and employers to establish routes to achievement that are appropriate to their needs, and recognized organisations to develop units and qualifications in response to demand
- accessible – building a system based on clear design features that are easy for all users to understand
- non-bureaucratic – based on mutual trust and confidence, supported by a robust and proportionate approach to regulation and quality assurance.

The QCF is designed to provide a structure within which:

- unit-based qualifications can be located
- achievements are recognised through the award of credits and qualifications
- the level and size of achievements can be easily identified
- the mechanisms necessary to allow the accumulation and transfer of credits between qualifications and awarding organisations operate
- learners are given the maximum flexibility and range of opportunities to progress and receive recognition for their achievements.

⁹ Further information about the regulatory requirements of QCF is available for download at: www.ofqual.gov.uk/qcf.

1.4 England, Northern Ireland and Wales

The qualifications regulators in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA) have been working to design the regulatory arrangements for the QCF¹⁰, which were published by Ofqual in August 2008. Work towards the QCF has been underpinned in particular by the three country test and trial period for the QCF, and also informed by the following developments undertaken in Northern Ireland and Wales.

1.4.1 The Northern Ireland Credit and Transfer Scheme (NICATS)

The Northern Ireland Credit Accumulation and Transfer System (NICATS)¹¹ is a framework, which was developed for to allow learning to be recognised in all its shapes and forms, no matter how it is acquired. It is a set of principles and guidelines, which should allow us to value, describe, measure and recognise all learning. This includes learning in traditional settings such as schools, colleges and universities and also learning within the community and the workplace.

It is based on a set of principles and guidelines which allows:

- all candidate achievement to be recognised and recorded on a personal Credit Transcript
- small blocks of learning to be assessed and given credit

Credit provides the basic language for recognising achievement, as a measure of the level of demand of the learning and the amount of learning achieved.

1.4.2 The Credit and Qualifications Framework for Wales (CQFW)

The Credit and Qualifications Framework for Wales (CQFW)¹² started in 2003 and is being progressively implemented. The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.

The vision for the single CQFW will underpin the following five key goals:

- enable everyone to develop and maintain essential skills
- encourage people to become lifelong learners
- exploit the knowledge in businesses and educational institutions
- encourage business and workers to gain new skills
- and help people within their communities to develop new skills.

1.5 Policy changes

The ITQ assessment strategy is designed to support the development of the SQLS principle for an ITQ Framework, by setting out the requirements for an up-to-date IT user qualification based on the NOS, tailored to the needs of businesses and their staff. The ITQ assessment strategy also needs to take account of changes to policy and the qualifications environment as outlined above and the associated assessment requirements. Key changes include the following.

- Credit frameworks:

e-skills UK will derive QCF framework units from the NOS in collaboration with Awarding Bodies to meet employers and learners needs and contribute to the ITQ.

- Embedded Functional Skills¹³ [FS] within 14-19 curricula and qualifications:

¹⁰ The Regulatory Arrangements for the Qualifications and Credit Framework, August 2008 are available to download here: www.ofqual.gov.uk/QCF

¹¹ Further information about NICATS is available for download here: www.nicats.ac.uk

¹² Further information about CQFW is available here: Welsh Assembly Government, Educational and Skills, CQFW

¹³ Trials with centres and learners commenced in 2007 for ICT Functional Skills in England. ICT Functional Skills standards have been defined from Entry 1 to Level 2. The ICT Functional Skills standards are comparable to the ICT

The revised IT User NOS embed the Functional Skills ICT [FS ICT] within the following three areas of competence that relate directly to FS ICT:

- 'IT User fundamentals' [IUF:FS]
- 'IT Communication fundamentals' [ICF:FS]
- 'IT Software fundamentals' [ISF:FS]

- **Basic skills**

The revised IT User NOS embed ICT Skills for Life and signpost opportunities for naturally occurring numeracy and literacy, within the three areas of competence with embedded FS.

- **Personal learning and thinking skills**

The revised IT User NOS signpost opportunities for naturally occurring personal, learning and thinking skills [PLTS] within the three areas of competence with embedded Functional Skills [FS] and within the mandatory area of competence 'Improving productivity in using IT'.

- **'Full' level 2 qualification design principles¹⁴**

The revised ITQ has been designed to take account of the proposed credit value of more than 13 credits for a full level 2 qualification.

- **Foundation Learning Tier¹⁵**

The revised ITQ framework has also been designed to take account of the proposed progression pathways for the Foundation Learning Tier, through allowing for the inclusion of FS Mathematics and English, and also for personal, learning and thinking skills [PLTS].

1.6 Principles of ITQ suite of qualifications

Three principles underpin the proposed ITQ suite of qualifications.

1 Flexibility of approach - in response to sector, employer and learner needs:

- for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software
- for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement
- for learners – to ensure they are equipped with the appropriate skills to support their personal or career development.

2 Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:

- size – from taster courses and bite-sized units to full-time programmes of study
- level of complexity – from Entry Level to Level 3
- content – incorporating a range of options for different IT systems and applications.

3 Flexibility of assessment method - as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:

- electronic testing using simulation, tests and tasks
- portfolio-based evidence demonstrating the application of skills, knowledge and understanding.

2 ITQ Assessment strategy

Essential Skills standards in Northern Ireland and to the ICT Skills for Life standards in England.

¹⁴ QCA, April 2008

¹⁵ Currently 4 progression pathways have been defined for FLT in England.

This assessment strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

2.1 Scope of the assessment strategy

This assessment strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited onto credit frameworks to be included in the final ITQ Framework (both directly and partly aligned). During the transition period, the assessment arrangements for existing 'contributing' units and NQF qualifications will apply.

2.2 Choice of assessment method

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in Annex A:

2.3 Mandatory unit assessment

In order to reflect the standards of competence expected by employers, assessment of the mandatory unit (Improving Productivity using IT) within Certificates and Diplomas must demonstrate that candidates can apply their relevant skills and knowledge to develop a specified outcome, product or solution. The candidate must independently determine, select and apply the necessary IT tools and techniques to achieve their goal.

The assessment design must cover the following aspects:

- Objectives for using IT – understanding the context in which IT is to be used or the conditions that may affect the way IT is to be used; understanding what outcome needs to be developed, and the expectations and requirements that the outcome must meet;
- Application of IT skills and knowledge – understanding what is involved in a piece of work and the best way to get it done;
- Evaluation of the use of IT – being able to evaluate the strengths and weaknesses of the use of IT, including identifying improvements to inform future work.

2.4 Accreditation of prior achievement (APA)

For candidates starting their studies towards the ITQ under the QCF the process for accreditation of prior achievement is straightforward. Under the QCF, awarding bodies agree to mutual recognition of achievement, so that candidates will be able to count any relevant units towards the ITQ regardless of which awarding body issues the certificates.

Many people may have developed their skills in using IT through undertaking existing or 'legacy' accredited units, qualifications or from non-accredited units and employer training schemes, such as:

- the QCF ITQ in trials between September 07 and August 09
- the current ITQ, which is technically a Scottish or National Vocational Qualification [S/NVQ]
- Functional Skills ICT, ICT Skills for Life [Basic Skills] and in Essential Skills ICT (Northern Ireland);
- legacy units from VQs or VRQs accredited on the National Qualifications Framework (NQF) or accredited by the Scottish Qualifications Authority (SQA);
- vendor units and qualifications; and
- employer training schemes.

The ITQ Framework lists which units or schemes can contribute to the ITQ, and whether there are any limits on counting credit from such achievement. The up-to-date ITQ Framework, will be published on the e-skills UK website.

Acceptance of contributing qualifications is mandatory for all ITQ Awarding Bodies irrespective of the originating Awarding Body (AB). An Awarding Body offering ITQs must accept recognised units and qualifications from any other AB if the following conditions are met:

- the candidate presents the original qualification, unit certificate or other agreed record of achievement for inspection by the ITQ centre; and
- the unit was achieved no more than three years prior to the date of presentation to the centre. It is the responsibility of the AB and their centres to ensure that a representative sample of certificated skills and knowledge are still current.

Some approved contributing units entitle candidates to claim exemptions for more than one ITQ unit. In such cases, the candidate does not have to claim exemptions for all of the possible ITQ units unless he/she chooses to do so.

2.5 Progression

Candidates may carry forward credits for a period of 3 years to support progression from ITQ Award to ITQ Certificate, and from ITQ Certificate to ITQ Diploma or from Level 1 to 2, or Level 2 to 3.

Candidates may not include the same unit at more than 1 level in any qualification. Thus a candidate who has completed, for example, both Word Processing at Level 1 (3 credits) and Word Processing at Level 2 (4 credits) may only count credits from the higher level towards the qualification.

2.6 Assessment roles and quality assurance

2.6.1 Assessors, internal and external moderators/verifiers

The new ITQs are not NVQs, therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

To ensure the quality of assessment decisions, it is expected that awarding bodies will have in place methods to ensure that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development.

e-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.

2.6.2 Standardisation, moderation and verification

Awarding Bodies must use quality assurance systems that are fit for purpose for the assessment method(s) being used and are in line with the relevant regulatory requirements. For example:

- internal/external moderation of externally set examinations or online tests;
- external moderation of externally set and internally marked tasks;
- records to authenticate candidate's evidence for assessment;
- internal standardisation/ external moderation of scenario based assignments set by centres;
- internal moderation/verification of internally assessed evidence by a suitably qualified internal moderator/verifier using procedures approved by the awarding body; and
- external moderation/verification of internally assessed evidence by a suitably qualified external moderator/verifier using procedures specified by the awarding body.

2.7 Joint Awarding Body Forum

Awarding Bodies, through the quality control mechanisms specified by the regulatory authorities, must ensure a rigorous and effective control of centres and the assessment and verification process so that judgement of what is valid, authentic, current, reliable and sufficient evidence is maintained across all assessment contexts.

To ensure consistency of assessment it is required that all Awarding Bodies routinely participate in the e-skills UK Joint Awarding Body Forum which will be the focus for ensuring that assessment and verification of competence is carried out consistently and fairly across all assessment contexts.

The Awarding Body Forum will, within the individual Awarding Bodies agreed methodologies, develop and maintain a common understanding of the standards and promote good assessment and verification practice.

Section B

Guidance for Awarding Bodies on recommended assessment methods

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the Awarding Body.

Whatever method is used, Awarding bodies must have appropriate systems and procedures to:

- ensure that assessment arrangements meet relevant assessment design principles and quality assurance regulations; and
- make sample assessment materials available for discussion by the Joint Awarding Body Forum, as required.

A.1 e-Assessment

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools.

Awarding Bodies, employers or providers may develop e-assessments. Where e-assessment is used, Awarding Bodies must ensure that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop e-assessments, these should be agreed in advance with the Awarding Body.

A.2 Knowledge tests

Knowledge tests, often delivered electronically, can be used to assess some learning outcomes and assessment criteria relating to knowledge and understanding, for example, knowledge of security risks or organisational guidelines.

Awarding Bodies, employers or providers may develop knowledge tests. Where knowledge tests are used, Awarding Bodies must ensure that on each testing occasion:

- the knowledge being tested matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop knowledge tests, these should be agreed in advance with the awarding body.

A.3 Scenario based assessment

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

Awarding Bodies, employers or providers may develop scenarios. The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context.

A.4 Portfolio assessment

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
 - enterprise activities (e.g. business plans, budgets and marketing materials);
 - voluntary activities (e.g. cash flows, programmes and newsletters); or
 - learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and
- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or 'witness statement' (see below).

e-skills UK actively encourages the use of electronic portfolio management tools.

A.5 Witness statements

A 'witness' is someone who provides a written statement about the quality and authenticity of a candidate's work for assessment purposes. To make a statement the witness must have first hand experience of the candidate's performance and understanding of knowledge, skills and understanding required to do the work. Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate's organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate's competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;
- when using specialist or bespoke IT software applications;
- in meeting customer requirements; and
- of working within organisational guidelines

Section C

Summary of key changes to the ITQ

	Current position	Proposed Approach
Type	NQF accredited NVQ	QCF accredited qualification
Titles	Level 1 NVQ for IT Users (ITQ) Level 2 NVQ for IT Users (ITQ) Level 3 NVQ for IT Users (ITQ)	Level 1 ITQ Award in IT User Skills Level 1 ITQ Certificate in IT User Skills Level 1 ITQ Diploma in IT User Skills Level 2 ITQ Award in IT User Skills Level 2 ITQ Certificate in IT User Skills Level 2 ITQ Diploma in IT User Skills Level 3 ITQ Award in IT User Skills Level 3 ITQ Certificate in IT User Skills Level 3 ITQ Diploma in IT User Skills
Unit template	Consists of: <ul style="list-style-type: none"> • Statements of competence • Knowledge criteria • Knowledge components • Skills criteria • Skills component Key skills in IT related but not integrated	Consists of: <ul style="list-style-type: none"> • Learning outcomes • Assessment criteria Skills and knowledge components are indicative and will not form the basis of assessment (unless defined through a syllabus or test specification) Functional skills ICT integrated into 3 new units
Rules of combination	Defined in terms of points totals	<ul style="list-style-type: none"> • Defined for each level in terms of QCF unit credit values • Spiky profile extended to include Entry level units
Accreditation of prior achievement	Exemption for recognised contributing units and qualifications	No changes
Assessment Strategy	<ul style="list-style-type: none"> • Assessment must follow NVQ Code of Practice¹⁶ • Assessment must be based on purposeful activities • Assessors must hold a “D” or “A” award 	<ul style="list-style-type: none"> • Assessment must adhere to the Regulatory¹⁷ • Arrangements for the QCF • Assessment for mandatory unit must demonstrate purposeful application of skills and knowledge • Assessors must be appropriately trained

¹⁶ The NVQ Code of Practice covers: administrative resources; equality of opportunity; expertise of external verifiers; centre registration and approval; and data requirements; issue of certificates; enquiries and appeals; customer service, monitoring and evaluation; use of languages / assessment; application of assessment methodology (including the role and qualifications for assessors, internal and external verifiers; sampling and external reporting); and dealing with malpractice

¹⁷ The Regulatory Arrangements for the QCF covers: Delivery of assessment – roles and responsibilities, procedures and systems, access, special consideration, personal interest, standardisation and quality assurance; Centre recognition; Award of credits; Award of qualifications; Ongoing review; Fees; Data requirements; Awards outside England, Wales and Northern Ireland; Use of languages; Appeals; Dealing with malpractice; Customer service; and Submitting qualifications for accreditation

Section D

Abbreviations used in the ICQ Assessment Strategy

AB Awarding Body
AoC Area of Competence
APA Accreditation of Prior Achievement
APL Accreditation of Prior Learning
CCEA Council for the Curriculum, Examinations and Assessment (Northern Ireland)
CQFW Credit and Qualification Framework for Wales
DCELLS Department for Children, Education, Lifelong Learning and Skills (Wales)
FLT Foundation Learning Tier
FS Functional Skills
FS ICT Functional Skills ICT
IPU Improving Productivity using IT (mandatory unit in ITQ Certificate and Diploma programmes)
NICATS Northern Ireland Credit Accumulation and Transfer System
NOS National Occupational Standards
NQF National Qualifications Framework
NVQ National Vocational Qualification
PLTS Personal Learning and Thinking Skills
QCA Qualifications and Curriculum Authority
QCF Qualifications and Credit Framework
SCQF Scottish Credit and Qualification Framework
SQA Scottish Qualifications Authority
SQLS Sector Qualifications and Learning Strategy
SSA Sector Skills Agreement
SVQ Scottish Vocational Qualification
ULN Unique Learner Number
VQ Vocational Qualification
VRQ Vocationally Related Qualification

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

SFJ AWARDS endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
Skills CfA (Council for Administration)	http://www.skillsca.org/standards-qualifications.html
e-Skills UK (Sector Skills Council for Business and Information Technology)	http://www.e-skills.com/about-e-skills-uk/
Equalities and Human Rights Commissions	http://www.equalityhumanrights.com
The National Archives (For all UK legislation)	http://www.legislation.gov.uk
The Institute of Customer Service	http://www.instituteofcustomerservice.com