

# Qualification Handbook

## BIIAB Level 1 Certificate in Customer Service

601/3733/2

Version 1.3

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## 1. About the BIIAB Level 1 Certificate in Customer Service

### BIIAB Level 1 Certificate in Customer Service

This qualification has been developed by Skills CFA in conjunction with employers. BIIAB has designed the delivery mechanisms, assessment strategy and assessments in conjunction with employers and centres. The qualification has a unique Qualification Number (QN) which is shown below.

Each unit within the qualification will also have a Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)
BIIAB Level 1 Certificate in Customer Service	601/3733/2

The BIIAB Level 1 Certificate in Customer Service has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work at an entry position in the Customer Service sector, with considerable supervision.

## 2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

## 3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## 4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 5. BIIAB Level 1 Certificate in Customer Service Rules of Combination (ROC) and structure

To achieve the BIIAB Level 1 Certificate in Customer Service learners **must** gain a **total of 23 credits**. This **must** consist of:

- **Minimum total** unit credit: **23**
- Mandatory group A **minimum** credit: **14**
- Optional groups B and C **minimum** credit: **9**. This **must** consist of:
  - Optional group B **minimum** credit: **6**
  - Optional group C a **maximum** credit of: **3**
- GLH: **143**
- TQT: **230**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level outlined.

Listed below are the qualification units.

### Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CS 1	L/506/2083	Understand working in a customer service environment	3	1	25	Assessment Knowledge Module (AKM)
CS 2	Y/506/2085	Communication in customer service	2	1	14	Portfolio
B&A 1	L/506/1791	Principles of personal performance and development	3	1	30	Assessment Knowledge Module (AKM)
B&A 2	R/506/1792	Principles of working in a business environment	4	1	25	Assessment Knowledge Module (AKM)
B&A 3	Y/506/1793	Work with others in a business environment	2	1	18	Portfolio

# BIIAB Level 1 Certificate in Customer Service



## Optional Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CS 3	A/506/2094	Record details of customer service problems	3	1	14	Portfolio
CS 4	A/506/2113	Deal with customer queries, requests and problems	3	1	11	Portfolio
CS 6	T/506/2126	Communicate with customers in writing	3	2	20	Portfolio
CS 10	H/506/2154	Deal with incoming telephone calls from customers	3	2	16	Portfolio
CS 11	K/506/2155	Make telephone calls to customers	3	2	16	Portfolio
CS 13	R/506/2134	Process information about customers	3	2	14	Portfolio

## Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
B&A 8	A/506/1799	Meet and welcome visitors in a business environment	2	1	20	Portfolio
B&A 5	H/506/1795	Manage time and workload	1	1	10	Portfolio
CFAQ1	F/503/0392	Contribute to sales activities in a contact centre	3	1	6	Portfolio
CFAQ2	F/503/0361	Use specific features of contact centre systems and technology	3	1	12	Portfolio
CFAQ3	T/505/4673	Health and safety procedures in the workplace	2	2	16	Portfolio
CFAQ4	M/502/8587	Processing sales orders	2	2	17	Portfolio
CFAQ5	R/502/8601	Meeting customers' after sales needs	3	2	14	Portfolio

## 6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+.

## 7. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in the Customer Service sector. It also will allow for a number of progression routes into Level 2 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 2 Diploma in Customer Service
- BIIAB Level 2 Diploma in Business Administration
- BIIAB Level 2 Certificate in Contact Centre Operations
- BIIAB Level 2 Diploma in Team Leading
- Career progression.

## 8. Assessment

### Overview of assessment strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## **Assessment Strategy**

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the team leading qualification. Centres should also refer to the full strategy available at [www.skillsca.org](http://www.skillsca.org).

## **Skills CFA assessment strategy**

### **Requirements of assessors, external and internal verifiers**

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

**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. Any assessors 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.

**Internal Quality Assurer (IQA)** - 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 IQA's.

**IQAs must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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

**EQAs must:**

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current Customer Service competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## 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.

## Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

## Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **9. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **10. Delivery**

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units.

All of these resources are available for download via the HUB on [centrezone.bii.org](http://centrezone.bii.org)

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

## Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

## Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

## Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

## Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

## Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## 12. Design and delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unique Reference Number (URN)**

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## 14. Initial registration

### Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org) . Please refer to BIIAB's Centre Guidance for using ORCS.

### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.



## 15. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org)

<b>Unit Title</b>	<b>Principles of personal performance and development</b>	
<b>BIIAB Reference</b>	<b>BA1</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>L/506/1791</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know employees' rights and employers' expectations	1.1	State an organisation's expectations for the conduct of its employees
	1.2	State an employee's rights in relation to their employment
	1.3	State why it is important to work within employees' rights and employers' expectations
	1.4	State where to find information and advice on employees' rights and employers' expectations
2 Know how to manage their own work	2.1	Describe ways of managing allocated tasks to ensure they are completed on time
	2.2	State the purpose of keeping other people informed of progress and problems with work activities
	2.3	Explain the importance of accepting responsibility for one's own work
	2.4	State the limits of their own responsibilities at work
	2.5	State what to do when a problem arises with work activities
3 Know ways of managing and improving personal performance and development	3.1	State the purpose and benefits of personal development at work
	3.2	Describe the purpose of individual and team goals and targets
	3.3	Explain the use of personal development plans
	3.4	Explain the importance of fulfilling a personal development plan
	3.5	Outline a manager's role in an individual's personal development
	3.6	Outline relevant personal development opportunities and career paths within the organisation
	3.7	Describe how acting on feedback can benefit a team and organisation

<b>Unit Title</b>	<b>Principles of working in a business environment</b>	
<b>BIIAB Reference</b>	<b>BA2</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>R/506/1792</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know the purpose and structure of business organisations	1.1	State the purposes of different types of business organisations
	1.2	Explain why it is important for a business to be financially secure
	1.3	State the purposes of an organisational chart
	1.4	Describe the role of the main functional areas of business organisations
2 Know how to contribute to environmental sustainability within an organisation	2.1	State what is meant by “environmental sustainability”
	2.2	Explain why it is important to keep waste to a minimum
	2.3	Describe practices that may be used to minimise waste in a business environment
	2.4	State the standard procedures to be followed when recycling and disposing of waste
3 Know how to support equality and diversity within an organisation	3.1	State the meaning of the terms “equality” and “diversity”
	3.2	State why it is important to support equality and diversity in the work environment
	3.3	Describe ways of behaving that show sensitivity and respect for other people
	3.4	State the legal requirements relating to equality and diversity
4 Know the requirements of confidentiality and security in an organisation	4.1	State the importance of maintaining organisational standards of confidentiality
	4.2	Outline how confidentiality requirements affect the workplace
	4.3	State the importance of maintaining organisational standards of security
	4.4	Outline how security requirements affect the workplace

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Work with others in a business environment</b> <b>BA3</b> <b>1</b> <b>2</b> <b>18</b> <b>Y/506/1793</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how to work with others in a business environment	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	Describe how their own role fits in with the role of others in their team Describe how their own behaviour can affect teamwork Describe behaviours that show trust, respect and consideration for others Outline the importance of following instructions when completing tasks State the importance of understanding authority at work State why it is important to behave in a way that does not cause conflict State what to do if problems occur when working with others Describe different ways to help colleagues with work activities
2 Be able to work with others in a business environment	2.1 2.2 2.3 2.4 2.5	Meet agreed deadlines, targets and quality standards Maintain expected standards of performance Act positively on feedback on own performance Treat others with courtesy and respect Follow organisational policies and procedures and legal requirements whilst working with others

<b>Title</b>	Understand working in a customer service environment	
<b>Skills CFA Reference</b>	CS 1	
<b>Level</b>	1	
<b>Credit Value</b>	3	
<b>GLH</b>	25	
<b>Unit Reference No.</b>	L/506/2083	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Know the importance of customer service	1.1 State what is meant by “customer service” 1.2 State why effective customer service is important to an organisation	
2. Know the factors affecting customer service	2.1 Outline the difference between an internal and an external customer 2.2 State how to identify customers’ needs and expectations 2.3 List information sources needed to deliver reliable customer service 2.4 Describe the relationship between customer expectations and customer satisfaction	
3. Know how to work in a customer service role	3.1 Identify personal behaviours that can positively affect customers’ perceptions of an organisation and its products and/or services 3.2 Identify the job roles within a team delivering customer service 3.3 State the standards of personal presentation and behaviour expected by customer service staff in different organisations 3.4 State standards and practices that relate to a service offer within different types of organisation 3.5 Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role 3.6 Describe the procedures for protecting customers’ personal information and safety 3.7 State the importance of protecting customers’ personal information and	

	safety
4. Know how to refer customer queries and problems to others	<p>4.1 Describe types of customer behaviour that show when a customer is dissatisfied</p> <p>4.2 State the procedures to be followed when dealing with customer queries or problems</p> <p>4.3 State to whom to refer customer queries and problems</p>

<b>Additional Information about the unit</b>	
Unit expiry date	31 August 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>Customer Service (2013) National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• CFACSA4 Give customers a positive impression of yourself and your organization</li> <li>• CFACSB2 Deliver reliable customer service</li> <li>• CFACSC1 Recognise and deal with customer queries, requests and problems</li> <li>• CFACSF3 Show understanding of customer service principles</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	N/A
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.2
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit available from	31 August 2014

<b>Title</b>	Communication in customer service	
<b>Skills CFA Reference</b>	CS 2	
<b>Level</b>	1	
<b>Credit Value</b>	2	
<b>GLH</b>	14	
<b>Unit Reference No.</b>	Y/506/2085	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Know how to communicate in a customer service role	1.1 Describe different methods of communicating with customers and when it is appropriate to use them 1.2 Give examples of positive and negative customer service language 1.3 State the importance of speaking clearly 1.4 Describe how tone of voice can affect how customers perceive their experience 1.5 Describe how body language conveys what someone is thinking or feeling 1.6 Define the term “active listening” 1.7 List the types of information needed to communicate effectively with customers 1.8 State why it is important to pass information and messages to colleagues	
2. Be able to communicate with customers	2.1 Listen “actively” to what customers are saying 2.2 Check their own understanding of customers’ needs 2.3 Summarise information for customers 2.4 Check that customers are satisfied with the information provided 2.5 Follow organisational standards of behaviour and communication when interacting with customers 2.6 Adhere to organisational policies and procedures, legal and ethical requirements when communicating with customers	

<b>Additional Information about the unit</b>	
Unit expiry date	31 August 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Customer Service (2013) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFACSA3 Communicate effectively with customers</li> <li>• CFACSA10 Deal with customers face to face</li> <li>• CFACSD8 Work with others to improve customer service</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.2
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit available from	31 August 2014



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