QUALIFICATION HANDBOOK

Level 1 Diploma in Business Support Services (5514-01)

October 2017 Version 1.2

City & Guilds



Qualification at a glance

Subject area	**Business Administration, Customer Services, Retail**
City & Guilds number	5514-01
Age group approved	16+
Assessment	Portfolio Online test
Support materials	Qualification handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 1 Diploma in Business Support Services	255	380	5514-01	601/1223/2

Version and date	Change detail	Section
1.1 September 2016	Corrected unit number on page 174 and 176 from Unit 147 to Unit 137.	**Assessment**
1.2 October 2017	Added TQT details Deleted QCF	**Qualification at a glance& Structure** **Throughout**



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is aimed at learners wanting to work within a business support role where they may specialise in one key area or where their role requires skills that fall across more than one area to support the business.
What does the qualification cover?	The qualification covers key skills needed in business administration, customer service and retail. Each specialist pathway also allows you to choose units from one of the other pathways to ensure you are gaining the mix of skills modern business require. There are also units to be taken that will cover employability skills to help you prepare for interviews and gaining employment.
What opportunities for progression are there?	This qualification can help you gain work within any business that requires the skills and knowledge within administration, customer service and retail. You can progress onto a Level 2 qualification specialising in one of the three areas to gain a more in depth understanding.

Structure

To achieve the **Level 1 Diploma in Business Skills – Business and Administration**, learners must achieve a minimum credit value of 39 of which a minimum of 25 credits must be Level 1 or above. 10 credits must come from the mandatory units. A minimum of 11 credits must come from optional group B and 8 credits must come from optional group E. The remaining 10 credits may come from group B, C or D.

To achieve the **Level 1 Diploma in Business Skills - Customer Service**, learners must achieve a minimum credit value of 38 of which a minimum of 25 credits must be Level 1 or above. 10 credits must come from the mandatory units. A minimum of 10 credits must come from optional group C and 8 credits must come from optional group E. The remaining 10 credits may come from group B, C or D.

To achieve the **Level 1 Diploma in Business Skills - Retail**, learners must achieve a minimum credit value of 38 of which a minimum of 25 credits must be Level 1 or above. 10 credits must come from the mandatory units. A minimum of 10 credits must come from optional group D and 8 credits must come from optional group E. The remaining 10 credits may come from group B, C or D.

*Please note units 013 and 105 are barred against each other and learners may **not** take both of these units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				
L/501/6883	101	Rights and responsibilities in the workplace	3	1
J/600/7805	102	Introduction to health and safety awareness in the workplace	2	1
J/505/4743	103	Self assessment and development	3	1
J/502/0477	104	Preparation for work	2	1
Optional Group B - Business Administration				
R/600/1098	012	Using office equipment in a business environment	3	E3
H/600/1090	013	*Working in business and administration	2	E3
L/600/1097	014	Professional behaviour in an office environment	2	E3
F/502/4009	105	*Working in business and administration	3	1

K/502/4005	106	Creating business documents	3	1
M/502/4006	107	Welcome visitors	2	1
T/502/4007	108	Making and receiving calls	2	1
A/502/4008	109	Handling mail	2	1
K/502/0472	110	Individual rights and responsibilities	1	1
J/502/0463	111	Working towards goals	2	1
F/600/5017	112	Producing documents in a business environment	6	2
A/600/5002	113	Using a telephone system	3	2
J/600/5004	114	Operating and maintaining office equipment	4	2
A/600/4982	115	Maintaining customer relations in a business environment	4	2
J/600/4984	116	Managing diary systems	4	2
H/600/4989	117	Collecting and storing information	3	2
Y/600/4990	118	Retrieving information	2	2

Optional Group C – Customer Service

R/601/6068	119	Create a good impression to customers	2	1
R/601/6071	120	Apply legislation, regulation and organisational procedures for customer service	3	1
H/601/6074	121	Deal with queries and requests	3	1
K/601/6075	122	Record and communicate customer problems	2	1
M/601/6076	123	Working in customer service	2	1
T/601/6077	124	Answer telephone calls from customers	2	1
A/601/6078	125	Positive communication with customers	2	1
F/601/6079	126	Contribute to effective customer service	2	1

T/601/6080	127	The customer service experience	2	1
Optional Group D - Retail				
A/502/5756	128	Understanding the business of retail	1	1
T/502/5819	129	Understanding customer service in the retail sector	2	1
M/502/5804	130	Understanding how a retail business maintains health, safety and security on its premises	2	1
T/502/5805	131	Understanding the retail selling process	2	1
R/502/5780	132	Understanding how individuals and teams contribute to the effectiveness of a retail business	2	1
J/502/5808	133	Understanding the control, handling and replenishment of stock in a retail business	2	1
D/502/5801	201	Understanding retail consumer law	2	2
H/502/5797	202	Understanding the handling of customer payments in a retail business	2	2
Optional Group E - Employability				
T/505/4642	005	Attitudes and values for personal development	1	E3
J/505/4645	006	Conduct at work	1	E3
Y/505/4648	007	Effective communication	2	E3
R/505/4650	008	Effective speaking for the workplace	2	E3
Y/505/4651	009	Effective written communication for the workplace	2	E3
M/505/4655	010	Prioritising and completing tasks	1	E3
T/505/4656	011	Personal presentation and hygiene	2	E3
D/505/4652	134	Applying for a job	2	1
K/505/4654	135	Interview skills	3	1
A/505/4657	136	Searching for a job	2	1

F/505/4658	137	Career progression	2	1
J/505/4659	138	Enterprise Activity – producing a product or service	3	1
A/505/4660	139	Safe learning in the workplace	4	1
F/505/4661	140	Building working relationships in the workplace	2	1
J/505/4662	141	Rights, responsibilities and citizenship	3	1
L/505/4663	142	Working as part of a team	3	1
R/505/4664	143	Interpersonal relationships	2	1
Y/505/4665	144	Undertaking work placement	3	1

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 1 Diploma in Business Support Services	255	380



2 Centre requirements

Approval

There is no fast track approval for this qualification; existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for this qualification.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification handbook	www.cityandguilds.com



4 Assessment

Candidates must:

- have a completed portfolio of evidence **or** online test for each unit

The table below indicates units that are assessed by online test, all other units are assessed by portfolio of evidence;

Unit	Title	Assessment method	Where to obtain assessment materials
128	Understanding the business of retail	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve.
129	Understanding customer service in the retail sector	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve
130	Understanding how a retail business maintains health, safety and security on its premises	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve
131	Understanding the retail selling process	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve
132	Understanding how individuals and teams contribute to the effectiveness of a retail business	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve
133	Understanding the control, handling and replenishment of stock in a retail business	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve
201	Understanding retail consumer law	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve
202	Understanding the handling of customer payments in a retail business	City & Guilds e-volve multiple choice test. The test covers the all of the knowledge in the unit.	Examinations provided on e-volve

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test: Understanding the business of retail
Duration: 30 minutes

Unit	Outcome	Number of questions	%
128	1 Understand how retail outlets differ in size and type	4	27
	2 Understand the range of retail occupations	4	27
	3 Understand the retail supply chain	2	13
	4 Understand the contribution which the retail sector makes to the economy of the United Kingdom	1	6
	5 Understand how customers' concerns influence the products and services offered by retailers	4	27
	Total	**15**	**100**

Test : Understanding customer service in the retail sector
Duration: 30 minutes

Unit	Outcome	Number of questions	%
129	1 Understand the importance of customer service to a retail business	2	13
	2 Understand what gives customers a positive initial impression of a retail business and its staff	2	13
	3 Understand how customer service is adapted to meet the needs of individual customers	2	13
	4 Understand the importance of communication to the delivery of customer service	4	27
	5 Understand a variety of customer complaints and problems	5	34
	Total	**15**	**100**

Test : Understanding how a retail business maintains health, safety and security on its premises

Duration: 30 minutes

Unit	Outcome	Number of questions	%
130	1 Know the main provisions of health and safety legislation in relation to a retail business	3	20
	2 Know how health and safety are maintained on the premises of a retail business	6	40
	3 Know how cash and stock are kept secure on the premises of a retail business	6	40
	Total	**15**	**100**

Test : Understanding the retail selling process

Duration: 30 minutes

Unit	Outcome	Number of questions	%
131	1 Understand the selling process	4	27
	2 Understand how to find out what the customer wants	4	27
	3 Understand how product information can be used to promote sales	7	46
	Total	**15**	**100**

Test : Understanding how individuals and teams contribute to the effectiveness of a retail business

Duration: 30 minutes

Unit	Outcome	Number of questions	%
132	1 Know the key employment rights and responsibilities of employees and the employer	5	33
	2 Know the characteristics of effective team working in retail business	6	40
	3 Understand a range of activities for improving own skills and performance	4	27
	Total	**15**	**100**

Test : Understanding the control, handling and replenishment of stock in a retail business

Duration: 30 minutes

Unit	Outcome	Number of questions	%
133	1 Understand the principles of stock control	4	27
	2 Understand how to move, handle and store stock	9	60
	3 Understand procedures for replenishing stock	2	13
	Total	**15**	**100**

Test : Understanding retail consumer law

Duration: 30 minutes

Unit	Outcome	Number of questions	%
201	1 Understand how consumer legislation protects the rights of customers	4	22
	2 Know the main provisions for the protection of consumers from unfair trading practices	2	11
	3 Know the main provisions of consumer credit legislation in relation to retail	2	11
	4 Know the main provisions of data protection legislation in relation to retail	2	11
	5 Know the main provisions of the law relating to the sale of licensed and age-restricted products	4	22
	6 Understand the consequences for businesses and employees of contravening retail law	4	23
	Total	**18**	**100**

Test : Understanding the handling of customer payments in a retail business

Duration: 30 minutes

Unit	Outcome	Number of questions	%
202	1 Know the methods of payment accepted from retail customers	1	7
	2 Understand the risks involved in handling payments	3	20
	3 Understand the cashier's responsibility for providing service at the payment point	6	40
	4 Understand the cashier's responsibilities when processing age-restricted goods at the payment point	5	33
	Total	**15**	**100**

Time constraints

Candidates must finish their assessment within their period of registration.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is not allowed for this qualification.



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Mandatory Units

The following section contains the content of the mandatory units.

Unit 101 Rights and responsibilities in the workplace

UAN:	**L/501/6883**
Level:	1
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.

Learning outcome
The learner will: 1. Understand that employees have rights
Assessment criteria
The learner can: 1.1 list a range of employee rights 1.2 state how employee rights are protected by law

Learning outcome
The learner will: 2. Understand that employees have responsibilities
Assessment criteria
The learner can: 2.1 list a range of employee responsibilities 2.2 describe his/her responsibilities 2.3 explain why it is important to keep some information confidential

Learning outcome
The learner will: 3. Understand why health and safety rules are important.
Assessment criteria
The learner can: 3.1 recognise and respond to hazards in his/her place of learning or work 3.2 list requirements for personal health and safety in his/her place of learning or work 3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy 3.4 contribute to a risk assessment 3.5 work safely following guidelines

3.6 explain and follow emergency procedures

Unit 102 Introduction to health and safety awareness in the workplace

UAN:	**J/600/7805**
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of the unit is to introduce the learner to health and safety and its importance in the workplace

Learning outcome
The learner will: 1. Understand the importance of health and safety in the workplace.
Assessment criteria
The learner can: 1.1 state what is meant by health and safety in the workplace and why it is important 1.2 describe the legal responsibilities of employers, employees and the self-employed 1.3 describe how health and safety law is enforced 1.4 Identify sources of health and safety information within his/her organization 1.5 identify other sources of health and safety information

Learning outcome
The learner will: 2. Understand the need for risk assessment.
Assessment criteria
The learner can: 2.1 define the terms 'hazard' and 'risk' 2.2 describe risk assessment 2.3 give examples of work related accidents and ill health

Learning outcome
The learner will: 3. Be aware of the requirements for health and safety in his/her place of work or learning.
Assessment criteria
The learner can:

3.1	list the health and safety information that should be provided for an employee or learner
3.2	describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning
3.3	describe the provision for first aid in his/her place of work or learning
3.4	for a chosen occupational sector describe the appropriate personal protective equipment (PPE) and the hazards against which the PPE offers protection

Unit 103 Self assessment and development

UAN:	**J/505/4743**
Level:	1
Credit value:	3
GLH:	25
Aim:	The aim of the unit is to introduce the learner to self assessment and self-development

Learning outcome
The learner will: 1. Be able to take an active role in self-assessment and self-development.
Assessment criteria
The learner can: 1.1 review personal achievements 1.2 describe personal strengths or abilities 1.3 identify an area for self-development 1.4 explain why this area is important for self-development 1.5 agree a self-development goal.

Learning outcome
The learner will: 2. Be able to develop a plan for self-development.
Assessment criteria
The learner can: 2.1 prepare a plan for identified area of self-development 2.2 list activities, milestones and timelines for self-development plan 2.3 identify the support and resources needed to help work towards the agreed goal 2.4 plan how to review progress towards achieving the agreed goal.

Learning outcome
The learner will: 3. Be able to implement and review a plan for self-development.
Assessment criteria
The learner can: 3.1 follow plan and review progress at regular intervals 3.2 suggest improvements and amendments to the plan.

Learning outcome
The learner will: 4. be able to reflect on the effectiveness of the self-development plan.
Assessment criteria
The learner can: 4.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal 4.2 describe what went well and what did not go well 4.3 explain how self-development will continue in the future.

Unit 103 Self assessment and development

Supporting information

Guidance

For criterion 1.1 the learner needs to review personal achievements.

For 1.2 the learner needs to describe personal strengths or abilities.

For 1.3 the learner needs to identify an area for self-development.

For 1.4 the learner needs to explain why this area is important for self-development.

For 1.5 the learner needs to agree a self-development goal.

For criterion 2.1 the learner needs to prepare a plan for identified area of self-development.

For 2.2 the learner needs to list activities, milestones and timelines for self-development plan.

For 2.3 the learner needs to identify the support and resources needed to help work towards the agreed goal.

For 2.4 the learner needs to plan how to review progress towards achieving the agreed goal.

For criterion 3.1 the learner needs to follow plan and review progress at regular intervals.

For 3.2 the learner needs to suggest improvements and amendments to the plan.

For criterion 4.1 the learner needs to reflect on the overall effectiveness of the plan in helping to achieve the agreed goal.

For 4.2 the learner needs to describe what went well and what did not go well.

For 4.3 the learner needs to explain how self-development will continue in the future.

Unit 104 Preparation for work

UAN:	**J/502/0477**
Level:	1
Credit value:	2
GLH:	20
Aim:	To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

Learning outcome
The learner will: 1. Understand how own skills and qualities relate to those needed for working life.
Assessment criteria
The learner can: 1.1 describe personal and employability skills and qualities which employees need 1.2 describe their own skills, qualities and achievements 1.3 explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 suggest areas for improvement

Learning outcome
The learner will: 2. Research personal career opportunities.
Assessment criteria
The learner can: 2.1 find out about a range of potential job roles which interest them 2.2 match their skills, qualities and achievements to a potential job role 2.3 identify and prepare key information needed for an application or interview

Business Administration Units

The following section contains the content of the business administration units.

Unit 012 Using office equipment in a office environment

UAN:	**R/600/1098**
Level:	E3
Credit value:	3
GLH:	30
Aim:	The aim of this unit is for the learners to develop the knowledge and skills to use office equipment in a business environment

Learning outcome
The learner will: 1. Know what equipment and resources are needed to carry out a range of routine office tasks.
Assessment criteria
The learner can: 1.1 select the correct equipment and/or resources from a given range.

Learning outcome
The learner will: 2. Be able to use key equipment under supervision.
Assessment criteria
The learner can: 2.1 use key equipment under supervision and following given instructions relating to a. - functional requirements b. - health and safety c. - environmental sustainability.

Unit 012 Using office equipment in a office environment

Supporting information

Evidence requirements

For 1.1 the candidate should be able to select the equipment and/or resources for three specified tasks from a range. which may include photocopier, laminator, shredder, computer, printer, fax, telephone, letter folding machine, franking machine or cone binding machine, paper, and envelopes or laminating pouches.

For 2.1

Functional requirements

The candidate, whilst supervised, must carry out a minimum of three tasks using the key pieces of equipment. Key pieces of equipment and their basic functions could include:

- Telephone – DND, speed dial, mute, hands free, search function, headset
- Photocopier – double sided, single to double sided, staple, hole punch, resizing
- Fax – quick dial, copy, print sender receipt

Health and safety

Whilst carrying out the task, the candidate should follow safe methods of working such as:

- Telephone – avoiding cradling the telephone under the chin whilst doing other tasks, eg a headset should be worn if other tasks are being carried out at the same time.
- Computer – making use of a document holder (if available), sitting in the correct, upright position, avoiding having a drink beside the equipment and taking regular breaks.
- Shredder – objects such as jewellery, long hair or neck ties should not be causing any obstruction to the equipment.

Environmental sustainability

The candidate should avoid wasting resources whilst carrying out their tasks eg proof reading prior to printing, spell and grammar check, printing in black and white or draft, if colour is not necessary, carrying out a test print prior to printing or photocopying vast quantities and recycling wherever possible.

Unit 013 Working in business and administration

UAN:	**H/600/1090**
Level:	Entry 3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is for the learners to develop the knowledge and skills to identify and complete routine task undertaken by administrators.

Learning outcome
The learner will: 1. Know what activities are routinely undertaken by administrators.
Assessment criteria
The learner can: 1.1 identify routine administrative tasks.

Learning outcome
The learner will: 2. Be able to follow instructions to carry out administrative tasks.
Assessment criteria
The learner can: 2.1 check understanding of instructions and ask for clarification where necessary 2.2 follow instructions to complete a limited range of administrative tasks accurately.

Unit 013 Working in business and administration

Supporting information

Evidence requirements

For 1.1 the candidate will need to identify a minimum of five routine administrative tasks. These may include answering the telephone, post received or sent, taking messages, photocopying, sending a fax, using a computer system to update information, creating a letter, sending an email or filing.

For 2.1 the candidate will need to show that for three different routine administrative tasks, they know what to do, when to do it by and for whom and what equipment should be used and the procedures that need to be followed. If any part of the task is unclear, the candidate should ask questions for clarification.

For 2.2 the candidate will need to carry out a minimum of three different routine administrative tasks as instructed. Each task must be completed within the timescale agreed, meet the requirements and follow organisational procedure throughout.

Unit 014 Professional behaviour in an office environment

UAN:	**L/600/1097**
Level:	E3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is for the learners to develop the appropriate behaviour when working in a business environment.

Learning outcome
The learner will: 1. Know how to behave in an office environment.
Assessment criteria
The learner can: 1.1 communicate appropriately with colleagues 1.2 use appropriate language for the workplace.

Learning outcome
The learner will: 2. Know about the rules that organisations have relating to confidentiality and security.
Assessment criteria
The learner can: 2.1 give examples of rules that relate to confidentiality and security

Unit 014 Professional behaviour in an office environment

Supporting information

Evidence requirements

For 1.1 the candidate shows that they can communicate with three different colleagues using methods appropriate to the situation eg face to face, telephone, e-mail, notice board, taking messages, at meetings.

For 1.2 Appropriate language includes body language, tone of voice, written language in a tone and style appropriate to the situation.

For 2.1 the candidate can give five examples of good practice from their own organisation eg passwords, locking filing cabinets, locking keyboards, keeping sensitive information out of sight, security passes.

Unit 105 Working in business and administration

UAN:	**F/502/4009**
Level:	1
Credit value:	3
GLH:	30
Aim:	This unit gives the learners an overview of what working in business administration can be like. In particular understanding roles of those they are working with, how to carry out routine tasks and the appropriate way to present themselves.

Learning outcome
The learner will: 1. Understand the role of an administrator within an office.
Assessment criteria
The learner can: 1.1 describe different activities carried out by administrators 1.2 state how the work of an administrator helps a team achieve its goals.

Learning outcome
The learner will: 2. Be able to carry out routine administrative tasks.
Assessment criteria
The learner can: 2.1 follow instructions to complete routine administrative tasks 2.2 use key equipment according to organisational procedures

Learning outcome
The learner will: 3. Be able to present themselves positively.
Assessment criteria
The learner can: 3.1 dress appropriately 3.2 adopt a positive manner in dealings with colleagues and/or customers

Learning outcome

The learner will: 4. Be able to organise their work effectively.
Assessment criteria
The learner can: 4.1 use simple tools to organise their time 4.2 prioritise tasks in discussion with supervisor or manager

Learning outcome
The learner will: 5. Know the importance of confidentiality of information.
Assessment criteria
The learner can: 5.1 state the reasons why it is important to keep some information confidential 5.2 give examples of information that should be kept confidential

Unit 105 Working in business and administration

Supporting information

Evidence requirements

For 1.1 the candidate will need to describe a minimum of five different administrative activities. Activities may include: answering the telephone, photocopying, handling the post, using office equipment, creating letters and other documents, updating spreadsheets and databases, making appointments, reception duties etc.

For 1.2 the candidate needs to show they understand that an administrator helps the team mainly by providing support. They may wish to make a statement about teamwork or use examples of how their own work has helped their team achieve its goals.

For 2.1 the candidate can give five examples of good practice from their own organisation eg passwords, locking filing cabinets, locking keyboards, keeping sensitive information out of sight, security passes.

For 2.1 the candidate will need to carry out a minimum of three routine administrative tasks as instructed. If any part of the task is unclear to the candidate they should ask questions for clarification. Each task needs to be completed to correct timescale, using safe working methods and following their organisations procedures.

For 2.2 the candidate needs to use a minimum of three different types of equipment following their organisations procedures. They need to successfully use the equipment to carry out a task as instructed. Key equipment may include: telephone, photocopier, printer, computer, shredder, fax machine etc.

For 3.1 the candidate must comply with their organisation's dress code. The candidate must be wearing clothes appropriate for their working environment.

For 3.2 the candidate needs to show a positive attitude, displaying qualities such as being enthusiastic, polite, respectful and helpful.

For 4.1 the candidate must use two different tools appropriate to their workplace eg diary (electronic or manual) "to do" list, priority list.

For 4.2 the candidate must use one of the tools from 4.1 to organise their time in discussion with their supervisor.

For 5.1 the candidate needs to state one reason, appropriate to their organisation and why it is important to keep some information confidential.

For 5.2 the candidate needs to give three examples from their workplace of information that should be kept confidential eg personal information,

details of salaries, medical records, accounts records, sales information, outstanding debts.

Unit 106 Creating business documents

UAN:	**K/502/4005**
Level:	1
Credit value:	3
GLH:	30
Aim:	The aim of this unit is for the learners to develop the skills to identify and produce a variety of business documents.

Learning outcome
The learner will: 1. Know that there are different types of business document
Assessment criteria
The learner can: 1.1 identify different types of business document and when they might be used 1.2 state why templates are used for some business documents

Learning outcome
The learner will: 2. Know why it is important to use the right communication style, in business documents
Assessment criteria
The learner can: 2.1 give examples of when to use a formal or informal communication style 2.2 state why some businesses adopt a 'house style' for certain documents

Learning outcome
The learner will: 3. Be able to produce routine business documents
Assessment criteria
The learner can: 3.1 produce routine business documents using the appropriate communication style 3.2 check documents for accuracy

Evidence requirements

For 1.1 the candidate must identify a minimum of six different types of business document. These might include: a letter, memo, fax header, application form, agenda, minutes, contract, order form, invoice, claim form etc. The candidate must identify at least one valid use for each type of document.

For 1.2 the candidate must show they understand that most organisations have some of their documents in template format to provide consistency and professionalism. They may wish to use examples referring to their organisation's business documents.

For 2.1 the candidate needs to identify situations when it is most appropriate to use formal and informal communication styles within the documents. For example, an email to a colleague is likely to be in an informal style. A letter to a customer or information sent to senior management would in a formal style.

For 2.2 the candidate needs to show they understand what a house style is and state why an organisation may adopt one. For example: uniformity, professionalism, quality, presentation and image. The candidate may refer to the layout of documents for instance: the logo, position of the date, font style etc.

For 3.1 the candidate must produce a minimum of three different types of straightforward business documents, these may include: a letter, invoice, agenda, memo or document produced from a template etc. When producing each document, the candidate should demonstrate consistency in layout such as spacing between each paragraph, amount of spaces after commas and full stops etc.

For 3.2 the candidate needs to check each document that they have produced for accuracy by carrying out a range of techniques. These may include: spell and grammar check, proof reading the document prior to and after printing, checking the document with the person whom it is for or by using a dictionary. The candidate should not be relying on spell check alone.

Unit 107 Welcome visitors

UAN:	**M/502/4006**
Level:	1
Credit value:	2
GLH:	20
Aim:	This unit aims to develop the learner's knowledge, skills and understanding of administrative tasks associated with welcoming visitors.

Learning outcome
The learner will: 1. Be able to welcome visitors in a positive way.
Assessment criteria
The learner can: 1.1 welcome visitors and establish the purpose for their visit 1.2 follow organisational procedures for receiving visitors 1.3 answer routine questions 1.4 make visitors feel welcome during any period of waiting 1.5 use appropriate tone and language, including body language, when dealing with visitors

Learning outcome
The learner will: 2. Know why it is important to an organisation that visitors are made welcome.
Assessment criteria
The learner can: 2.1 state how treating visitors politely and in a positive way benefits the organisation

Unit 107 Welcome visitors

Supporting information

Evidence requirements

For 1.1 the candidate needs to greet a minimum of five visitors establishing the purpose of each visit. The candidate needs to use the organisation's greeting if appropriate.

For 1.2 the candidate needs to follow their organisational procedures when receiving each visitor. These may include displaying a name badge, security procedures, issuing a pass, completing the necessary paperwork, ensuring that visitors are accompanied around the building, notifying a colleague of a visitor's arrival.

For 1.3 the candidate needs to show that they can answer routine questions. These might include: opening times, information about what the organisation does, the organisation's email address, what time a colleague may be back in the building. If the candidate cannot answer a question, they need to refer to the correct place or person to find the information.

For 1.4 the candidate needs to show they are making an active effort to make visitors feel welcome. Examples of this may include, directing the visitor where to sit, keeping them informed of how long their wait is likely to take, offering them something to read or to drink.

For 1.5 the candidate needs to use appropriate language such as "Can I help you, please?" rather than saying "What do you want?" or "Can I take your name, please?" rather than "who are you?" The candidate's tone and body language (eg smile, good eye contact) needs to relay to visitors that they are welcome.

For 2.1 the candidate needs show they understand that treating visitors politely and in a positive way will create a positive impression of themselves and the organisation as a whole. The candidate needs to show that they understand how this can benefit an organisation. For example repeat business, maintaining good a reputation, customer satisfaction etc.

Unit 108 Making and receiving calls

UAN:	**T/502/4007**
Level:	1
Credit value:	2
GLH:	20
Aim:	This unit aims to develop the learner's knowledge, skills and understanding of administrative tasks associated with making and receiving telephone calls.

Learning outcome
The learner will: 1. Be able to make calls.
Assessment criteria
The learner can: 1.1 identify the purpose of the call 1.2 confirm the name and number of the person to be contacted before making the call 1.3 make a call communicating basic information clearly and accurately

Learning outcome
The learner will: 2. Be able to receive calls.
Assessment criteria
The learner can: 2.1 answer the call promptly and politely, observing any organisational procedures 2.2 identify the caller, where they are calling from and the reason for their call 2.3 follow any organisational procedures relating to confidentiality and security 2.4 take short messages

Learning outcome
The learner will: 3. Know why it is important to an organisation that calls are handled appropriately.
Assessment criteria
The learner can: 3.1 state how appropriate tone and language create a positive impression

3.2	state how creating a positive impression during a call benefits the organisation

Unit 108 Making and receiving calls

Supporting information

Evidence requirements

For 1.1 the candidate should clarify with the assessor, the reason for the call.

For 1.2 the candidate needs to show that they can find the name and number from the correct source. Sources may include the person requesting the call to be made, directory, database, answer phone message etc.

For 1.3 the candidate needs to communicate who they are, where they are calling and successfully carry out the purpose of the call. The candidate needs to speak at a suitable speed and with clarity.

The candidate needs to demonstrate a minimum of **ten** calls over a period of time. These can be internal and/or external calls.

For 2.1 the candidate needs to answer each call following their organisations procedures, which may include: using their organisations preferred opening greetings, answering within a certain number of rings, offering an apology if appropriate (eg for length of time taken to answer call). In every case the candidate needs to answer the promptly, using a clear and polite tone.

For 2.2 the candidate needs to ask appropriate questions to collect accurate information from each caller, taking notes where necessary.

For 2.3 the candidate needs to follow their organisation's procedures, which might include: not giving out personal numbers, not giving out personal information, asking security questions. In all cases the candidate must adhere to the Data Protection Act.

For 2.4 the candidate needs to write clear messages which are passed to the correct person with accurate information.

For 3.1 the candidate needs show an understanding of the appropriate tone and language used within a professional environment. This may include using a polite tone and professional language (eg no slang). The candidate needs show they understand that using the appropriate tone and language will create a positive impression of themselves and the organisation as a whole.

For 3.2 the candidate needs to show an understanding of how the impression they create during calls can benefit an organisation. For example repeat business, maintaining good a reputation, customer satisfaction etc.

Unit 109 Handling mail

UAN:	**A/502/4008**
Level:	1
Credit value:	2
GLH:	20
Aim:	This unit aims to assist the learner to develop skills in handling mail and aspects associated with it.

Learning outcome
The learner will: 1. Know why it is important for a business to handle mail efficiently and securely.
Assessment criteria
The learner can: 1.1 state how efficient distribution of mail benefits a business 1.2 state why inaccuracies or delays can have negative impact 1.3 identify procedures to protect confidential information

Learning outcome
The learner will: 2. Be able to deal with incoming mail.
Assessment criteria
The learner can: 2.1 sort incoming mail appropriately 2.2 state how to deal with suspicious or damaged items 2.3 distribute incoming mail accurately and to a given deadline

Learning outcome
The learner will: 3. Be able to deal with outgoing mail.
Assessment criteria
The learner can: 3.1 collect and sort outgoing mail accurately and on time 3.2 dispatch outgoing mail on time

Unit 109 Handling mail

Supporting information

Evidence requirements

For 1.1 the candidate needs to show they understand that mail is usually received on a daily basis and an efficient system must be in place to maintain the effective flow of communication.

For 1.2 the candidate needs to state some mail contains important items and give the possible consequences of delays or inaccuracies. For example, invoices (leading to stopped supplies), cheques (needing to be banked) and complaints that need to be processed quickly in order to retain customer loyalty.

For 1.3 the candidate needs to show they are aware of their organisations' procedures that are in place to help conform to the Data Protection Act. These may include do not open letters that are marked as 'private and confidential' or 'to be opened by addressee only', do not discuss the content of mail etc.

For 2.1 the candidate needs to sort mail (internal and/or external) appropriately according to organisational procedures. Sorting appropriately may include: sorting letters marked urgent first, ensuring the mail goes into the correct pigeon holes or piles, date stamping post etc.

For 2.2 the candidate needs to show they can identify when a letter or parcel is damaged or suspicious. The candidate needs to show they know their organisations procedure of how to deal with this, for example: report this immediately to an appropriate person.

For 2.3 the candidate needs to meet their organisation's set timescale for distributing mail. The candidate needs to distribute the mail through the correct channels ensuring the mail is delivered to the right person(s)/department(s).

For 3.1 the candidate needs to collect the mail from the correct person(s)/department(s) at the time(s) agreed by the organisation. The candidate needs to sort the mail into the correct categories as required by their organisation. Categories may include class, special delivery, internal/external, fragile etc.

For 3.2 the candidate needs to meet their organisation's set timescales and procedures for dispatching outgoing mail.

Unit 110 Individual rights and responsibilities

UAN:	**K/502/0472**
Level:	1
Credit value:	1
GLH:	10
Aim:	To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

Learning outcome
The learner will: 1. Understand their individual rights.
Assessment criteria
The learner can: 1.1 give examples of their rights as an individual 1.2 give examples of barriers which may prevent the exercise of their rights 1.3 identify sources of support and information about rights and responsibilities and describe how these could help

Learning outcome
The learner will: 2. Understand their individual responsibilities.
Assessment criteria
The learner can: 2.1 identify their responsibilities to themselves 2.2 state their responsibilities to others 2.3 demonstrate how they take responsibility for themselves

Unit 110 Individual rights and responsibilities

Supporting information

Evidence requirements

For 1.1 the candidate needs to give examples of more than one of their rights as an individual (eg as an employee they must have a written statement of particulars, as a citizen they have the right to hold their own religious beliefs). These examples could be given in group discussion as long as the candidate's own contribution is recorded.

For 1.2 the candidate needs to give examples of more than one barrier which may prevent the exercise of their rights. These might include lack of awareness of entitlements or the cost or inconvenience of pursuing rights that are being denied. These examples could be given in group discussion as long as the candidate's own contribution is recorded.

For 1.3 the candidate needs to identify sources of support and information about rights and responsibilities, as well as describing how these could help. Examples might include: line managers, Citizens' Advice Bureau, trade union, Directgov website, Health and Safety Executive, voluntary organisations. The candidate must clearly describe how the source of help would assist them in exercising their rights. This could be in the form of advocacy, information, signposting to resources etc.

For 2.1 the candidate must identify their responsibilities to them self eg for their own health.

For 2.2 the candidate must state their responsibilities to others. These could include parental responsibilities, responsibilities to work colleagues, spousal responsibilities.

For 2.3 the candidate must demonstrate how they take responsibility for them self. In order to fulfil this criterion, the candidate must be clear about exactly which of the responsibilities identified in 2.1 they are referring to and how they currently meet them.

Guidance

Delivery should take into account learners' broader learning programme. The focus should be on those rights and responsibilities of most interest to the learners themselves. These will depend on learners' circumstances, age, interests, housing situation amongst other things.

It may be possible to bring in guest speakers such as a trade union official or Health and Safety officer based at the provider who could give a workplace-specific example of rights and responsibilities. It may be beneficial to organise a trip to a local charity that provides advice (eg Crisis or Shelter) or to the local Citizens' Advice Bureau.

This unit is about rights and responsibilities in general. The unit deliverer is not expected to be a case worker, and care should be taken if learners

bring specific queries from their own lives to ensure that any information given has a caveat attached. Any learners with particular issues should be signposted to appropriate expert advice.

Unit 111 Working towards goals

UAN:	**J/502/0463**
Level:	1
Credit value:	2
GLH:	20
Aim:	To help the learner to understand how to identify and work towards goals appropriately

Learning outcome
The learner will: 1. Be able to identify and explain their goals.
Assessment criteria
The learner can: 1.1 describe own strengths and what they need to improve 1.2 identify at least one goal which is important for their development 1.3 explain why achieving this goal is important 1.4 agree the goal with an appropriate person

Learning outcome
The learner will: 2. Prepare an action plan to meet their goal.
Assessment criteria
The learner can: 2.1 identify the activities needed to work towards the goal 2.2 identify timescales and deadlines for the achievement of the goal 2.3 identify the resources needed to support them in achieving the goal

Learning outcome
The learner will: 3. Be able to review progress towards achieving their goal
Assessment criteria
The learner can: 3.1 follow the activities outlined in the action plan 3.2 regularly review the activities and outcomes with an appropriate person 3.3 identify what has been achieved and what still needs to be done 3.4 amend the action plan to reflect their progress

Unit 111 Working towards goals

Supporting information

Evidence requirements

For 1.1 the candidate needs to describe at least two personal strengths. Strengths are a candidate's skills (generic skills eg communication, time-keeping, team-working and vocational skills eg using machinery, dealing with customers) and positive qualities (attitudes and behaviours eg patience, conscientiousness, respect for self and others, enthusiasm.) Candidates also state what they need to improve (eg to obtain employment or progress in education/training).

For 1.2 the candidate needs to identify at least one goal which is important for their development (from 1.1) (eg using a particular tool to industry standard, creating a positive image, improving their listening skills.

For 1.3 the candidate needs to explain why achieving the goal identified in 1.2 is important (eg to obtain employment or progress in education/training).

For 1.4 the candidate needs to agree the goal with an appropriate person (eg assessor, tutor, or supervisor).

For 2.1 the candidate needs to identify the activities needed to work towards the goal (eg to develop listening skills, activities could include: listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising with friends and family.

For 2.2 the candidate needs to identify timescales and deadlines for the achievement of the goal. They should state when they will complete each activity by and when they hope to have achieved their goal.

For 2.3 the candidate needs to identify the resources needed to support them in achieving the goal. Resources can include people (eg assessor, tutor, supervisor, colleagues, friends or family) and other resources (eg textbooks, videos, internet, etc).

For 3.1 the candidate needs to follow the activities outlined in their plan. Evidence could be a learning log with entries confirmed by a tutor or supervisor. Other forms of evidence could include annotated photographs or witness statements.

For 3.2 the candidate needs to regularly review the activities and outcomes with an appropriate person (eg assessor, tutor, supervisor).

For 3.3 the candidate should identify in the review what has been achieved and what still needs to be done.

Evidence for both 3.2 and 3.3 could be gathered during tutorials but a written or taped record of the discussion must be available for verification.

For 3.4 the candidate needs to amend the action plan to reflect their progress. These amendments should be agreed by the assessor.

Guidance

Delivery should recognise learners' particular circumstances and their broader learning programme. Once the learner has agreed a goal, the activities can be completed in the workplace, at the centre or at other suitable locations.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to achieve a goal and learners should recognise their achievements even if the actual goal is not met yet. Learners may identify each others' strengths or work with a tutor or other appropriate adult(s) to do so, as long as the learner is able to take on board what others come up with and accept their judgements as accurate. Many learners at this level struggle to see what they are good at without prompting from others.

Tutors could use group discussions to elicit the skills and qualities needed for employment/study generally, or a particular trade, to focus the learner prior to their individual choice of short-term goals.

Unit 112 Producing documents in a business environment

UAN:	**F/600/5017**
Level:	2
Credit value:	6
GLH:	40
Aim:	This unit covers the knowledge and understanding learners need to produce high quality, attractive documents to agreed specifications. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Know about the production of business documents.
Assessment criteria
The learner can: 1.1 outline why it is important to produce high quality and attractive documents 1.2 describe the different types of documents that they may be asked to produce and the document styles they should use 1.3 describe the different formats in which the text may be presented 1.4 describe the different types of technology (including software) available for inputting, formatting and editing text and the main features of this technology 1.5 identify the types of resources they may need to produce high quality and attractive documents

Learning outcome
The learner will: 2. Know how to produce business documents.
Assessment criteria
The learner can: 2.1 outline why it is important to confirm the purpose, content, style, quality standards and deadlines for the document 2.2 describe how to organise the content needed for the document 2.3 describe how to integrate and lay out text and non-text 2.4 describe how to check for accuracy and correctness – including spelling and grammar 2.5 outline why accuracy and correctness are important 2.6 outline why it is important to store the document safely and securely

2.7 outline the importance of confidentiality and data protection 2.8 outline why it is important to meet quality standards and deadlines

Learning outcome
The learner will: 3. Be able to produce business documents
Assessment criteria
The learner can: 3.1 confirm the purpose, content, style, quality standards and deadlines for the documents 3.2 prepare the resources needed 3.3 organise the content needed 3.4 make efficient use of the technology available 3.5 produce documents in the agreed style 3.6 integrate non-text objects in the agreed layout 3.7 check for accuracy, editing and correcting as necessary 3.8 seek clarification when necessary 3.9 store the document safely and securely in an approved location 3.10 present the document in the required format within agreed deadlines and quality standards

Unit 112 Producing documents in a business environment

Supporting information

Evidence requirements

For 1.1 the candidate needs to outline the importance of producing high quality and attractive documents. For example, to demonstrate professionalism, convey the company image, meet quality standards and provide information effectively to the recipient.

For 1.2 the candidate must describe a minimum of six different types of documents they may be asked to produce and the document styles they should use. These could include a letter, fax header, memo, report, agenda, minutes of a meeting, newsletter, flyer, action plan, poster or a document produced from a template.

For 1.3 the candidate needs to describe a range of formats used for presenting text. For example, text can be presented in a presentation, in a word processed document or template, in an email, a database table or spreadsheet.

For 1.4 the candidate needs to describe a minimum of three different types of technology including software and describe their main features. Candidates could include Microsoft Word, Outlook, Power Point, Excel or Access.

For 1.5 the candidate needs to identify different types of resources they may need to create high quality and attractive documents. This may include which computer software packages and office equipment is used, using headed paper, downloading company logos or completing templates for letters/fax headers and memos.

For 2.1 the candidate needs to outline why it is always necessary to check the full requirements of the document with the person they are producing it for – confirming the purpose, content, style, quality standards and deadlines.

For 2.2 the candidate needs to describe how to organise the content needed for the document. This may include describing what resources or information is needed and from whom, how will the document be presented and when it will be completed by.

For 2.3 the candidate needs to describe how to integrate and lay out text and non-text. This should include where and how to download the non textual item and include the choices for positioning the text and non-text within a document eg centring the company logo on a letter or using a picture as the main focus on a leaflet accompanied by columns of text.

For 2.4 the candidate needs to describe the visual, manual and technological checks that are necessary when producing documents – proof reading, using a dictionary, checking the document with the person it is for and operating the software spell and grammar checks. This must include spelling and grammar checks.

For 2.5 the candidate needs to outline why it is essential to thoroughly check that documents are correct and free from errors eg to maintain professional image of organisation.

For 2.6 the candidate needs to outline why it is important to store documents safely and securely for both paper and electronic documentation. For example, to ensure confidential or sensitive information is not accessible by all, to return information to a central secure location so others can access it either manually, by key or by a password.

For 2.7 the candidate needs to outline why it is essential to safeguard confidentiality and follow data protection procedures when producing and storing documents. They must pay attention to the organisational reasons for the safety of document and the legal reasons briefly detailing all eight

For 2.8 the candidate needs to outline why it is important to produce documents in the required format, with accurate contents, in line with quality standards and style and within the deadlines agreed.

For 3.1 the candidate must confirm the purpose, content, style, quality standards and deadlines for a minimum of four documents with the person it is for.

For 3.2 the candidate needs to show they have prepared resources for a minimum of four documents. This can include accessing computer software packages, stationery used, preparing the printer and headed paper, using office equipment like the photocopier and fax machine, downloading logos or any supplementary information that was used within the completed document.

For 3.3 the candidate needs to show how the contents of the four documents have been organised. This may include draft copies of the document to show changes made to the layout or contents, a diary or 'things to do' list detailing tasks planned, paper based or computerised notes, information provided by others, logos, attachments or headers used or copied.

For 3.4 the candidate must make efficient use of the technology available eg from selecting the correct computer software packages, using the pre-selected template, using different functions eg mail merge, macros, formula or shortcuts.

For 3.5 the candidate must produce a minimum of four different types of documents in the agreed style. These could include a letter, fax, memo, report, agenda, minutes of a meeting, newsletter, flyer, action plan, poster or a document produced from a template.

For 3.6 the candidate needs to integrate a minimum of two non-text objects into two different documents. For example, they could use a company logo, a picture or photograph, a graph or table.

For 3.7 the candidate needs to check that each of the four documents produced are accurate. This may include spelling, grammar check, proof-reading the document before and after printing, using a dictionary and checking the document with the person who requested it. Where

possible, they should also show editing and correcting. If no corrections are necessary, then 'what if' questions may be asked to confirm ability.

For 3.8 the candidate needs to seek clarification from others. This could be on issues such as querying the contents, document style, layout or font, amount of copies needed, final deadline or who to send it on to. If no clarification is necessary, then 'what if' questions may be asked to confirm understanding.

For 3.9 the candidate must store all four documents produced safely and securely in an approved location. These can be manually stored or saved directly to a computer file.

For 3.10 the candidate must present all four produced documents to the persons requesting the documents within the deadline agreed, in the required format and in line with the quality standards requested.

Unit 113 Using a telephone system

UAN:	**A/600/5002**
Level:	2
Credit value:	3
GLH:	20
Aim:	This unit covers the knowledge and understanding learners need to use a telephone system, including transferring calls and managing messages. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Know how to make telephone calls.
Assessment criteria
The learner can: 1.1 describe the different features of telephone systems 1.2 outline why it is important to identify the purpose of a call before they make it 1.3 describe the different methods they can use to obtain the names and numbers of people they have to make contact with 1.4 describe how to use telephone systems to make contact with people inside and outside their organisation 1.5 describe how to follow the organisation's procedures when making telephone calls 1.6 outline why it is important to project a positive image of oneself and the organisation when making calls 1.7 outline why it is important to summarise the outcomes of a telephone conversation before ending the call

Learning outcome
The learner will: 2. Know how to receive and transfer telephone calls.
Assessment criteria
The learner can: 2.1 describe the procedures to follow when answering calls 2.2 outline why it is important to project a positive image of yourself and the organisation when receiving calls 2.3 outline why it is important to identify the caller and their needs 2.4 outline why it is important to give accurate and up-to-date information to callers 2.5 outline why confidentiality and security are important when dealing with callers

2.6 identify the types of information that could breach confidentiality and security
2.7 describe how to handle confidential information
2.8 describe how to identify the appropriate person to whom they should transfer a call
2.9 describe the information they should give when transferring calls and leaving messages

Learning outcome
The learner will: 3. Know how to use message systems.
Assessment criteria
The learner can: 3.1 describe the different types of message systems and their main features 3.2 outline why it is important to keep message systems up-to-date 3.3 identify when it is appropriate to delete or discard messages 3.4 outline why it is important to leave clear and accurate messages for colleagues.

Learning outcome
The learner will: 4. Be able to make telephone calls.
Assessment criteria
The learner can: 4.1 identify the purpose of the call 4.2 obtain the name and numbers of the person to be contacted 4.3 make contact with the person 4.4 communicate information to achieve the purpose of the call 4.5 project a positive image of themselves and their organisation 4.6 summarise the outcomes of the conversation before ending the call

Learning outcome
The learner will: 5. Be able to receive and transfer telephone calls
Assessment criteria
The learner can: 5.1 answer the phone according to their organisation's procedures 5.2 project a positive image of themselves and their organisation 5.3 identify the caller, where they are calling from and what they need 5.4 provide accurate and up-to-date information whilst protecting confidentiality and security 5.5 transfer calls where requested 5.6 take and relay messages according to the caller's needs 5.7 summarise the outcomes of the conversation before ending the cal

Learning outcome
The learner will: 6. Be able to use message systems.
Assessment criteria
The learner can: 6.1 keep message systems up-to-date 6.2 check for callers' messages 6.3 respond to callers' messages within agreed timescales 6.4 delete/discard messages when they are no longer needed 6.5 leave clear and effective messages for other people

Unit 113 Using a telephone system

Supporting information

Evidence requirements

For 1.1 the candidate should describe call transfer and call hold, plus four other features of the telephone system from the following list: automated attendant, conferencing, music on hold, voicemail, caller identification, phone directory, speed dial, DND – Do Not Disturb.

For 1.2 the candidate should briefly outline why it is important to identify the purpose of the call before making it.

For 1.3 the candidate should describe five methods that can be used eg directory, internet, intranet, directory enquiries, customer database, file or business card.

For 1.4 the candidate should describe the difference between making internal and external calls.

For 1.5 the candidate should describe how to follow their own organisation's procedures when making telephone calls.

For 1.6 the candidate should describe the effect of projecting a positive image on present and future customers.

For 1.7 the candidate should outline the reasons for summarising a call before ending it eg to clarify key points and confirm data.

For 2.1 the candidate should describe procedures for answering both internal and external calls
eg opening greeting, answering within a certain time frame.

For 2.2 the candidate should briefly outline reasons for projecting positive image eg efficiency, customer service, future business, company image.

For 2.3 the candidate should outline reasons why it is important to identify the caller and their needs eg transfer them to the right person.

For 2.4 the candidate should outline reasons why it is important to give accurate and up-to-date information to callers eg clarity, customer service, so not to misinform the caller.

For 2.5 the candidate should outline why confidentiality and security are important when dealing with callers eg to comply with the Data Protection Act and company protection.

For 2.6 the candidate should identify five types of information that could breach confidentiality and security eg name, date of birth, address, telephone number, whereabouts, financial status, health issues.

For 2.7 the candidate should describe how confidential information should be handled according to organisation procedures.
For 2.8 the candidate should explain how to question a caller to identify the purpose of the call so it can be transferred appropriately.

For 2.9 the candidate should describe any information that they would give to the caller when transferring a call and any information taken when leaving messages eg company name, caller name, caller number, reason for call.

For 3.1 message systems can include answer machine, voicemail, written messages, telephone message form, email.

For 3.2 the candidate can outline why it is important to keep message systems up to date eg to ensure call backs are made and messages are followed through.

For 3.3 reasons can include: when the message has been passed on, inaudible answer machine messages.

For 3.4 reasons can include: customer service, team spirit, prevent delays in returning calls.

For 4.1 the candidate should be confident about the purpose of the call and identify why they are making it

For 4.2 the candidate should obtain the name and number from an appropriate source.

For 4.3 the candidate should make at least six internal or external telephone calls and keep a telephone log. The assessor/witness should observe at least three telephone calls.

For 4.4 the candidate should communicate the purpose/information for the call obtained in 4.3.

For 4.5 the candidate should be positive when making the call eg put a smile in your voice.

For 4.6 the candidate should summarise the main points of the call to ensure understanding and agreement with the person contacted.

For 5.1 the candidate should use their own organisation's procedures to answer the phone on six occasions eg answer within three rings, use company greeting. The assessor/witness should observe at least three.

For 5.2 the candidate should put a smile in their voice and project a positive image when answering the calls in 5.1.

For 5.3 the candidate should ask appropriate questions during the calls in 5.1 to obtain the identity of the caller and find out what they need or information that they want to give.

For 5.4, the candidate must use company procedures regarding security and confidentiality when providing information on at least one call. If no security and confidentiality procedures are used, then 'what if' questions can be used to confirm competence.

For 5.5 the candidate must transfer at least three calls.

For 5.6 the candidate must take and relay at least three messages in accordance with their organisation's procedures.

For 5.7 the candidate should summarise the main points of the calls to ensure understanding received in 5.1.

For 6.1 the candidate should keep the message system up-to-date according to organisation's procedures eg changing outgoing message, delete/update received messages responded to.

For 6.2 the candidates must check at least five callers' messages eg voicemail, e-mail, paper-based.

For 6.3 the candidate must respond to callers' messages in 6.2 within their own organisation's guidelines and agreed timescales eg this can be passing a message on or responding themselves.

For 6.4 the candidate must delete/discard at least five messages when they are no longer needed.

For 6.5 the candidate must leave at least two clear and detailed messages on other peoples systems eg on a colleague's answer phone (messages can include internal/external and manual/electronic systems).

Unit 114 Operating and maintaining office equipment

UAN:	**J/600/5004**
Level:	2
Credit value:	4
GLH:	27
Aim:	This unit covers the knowledge and understanding learners need to operate and maintain a range of office equipment. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Know how to select office equipment for administrative tasks.
Assessment criteria
The learner can: 1.1 describe the different types of office equipment 1.2 describe the features and uses of different types of office equipment 1.3 describe how to choose equipment and resources that are appropriate for a range of administrative tasks

Learning outcome
The learner will: 2. Understand how to operate office equipment.
Assessment criteria
The learner can: 2.1 explain why it is important to follow manufacturers' instructions when operating equipment 2.2 describe the health and safety guidelines for the equipment they use 2.3 explain why it is important to follow the health and safety guidelines 2.4 outline why it is important to keep waste to a minimum 2.5 describe the correct procedures for minimising, disposing of, reusing and recycling waste 2.6 explain why it is important to meet work standards and deadlines

Learning outcome
The learner will: 3. Know how to maintain office equipment.
Assessment criteria
The learner can: 3.1 outline why it is important to keep equipment clean and hygienic 3.2 describe the appropriate standards for the cleanliness and hygiene of office equipment 3.3 outline why it is important to follow manufacturers' instructions and organisational procedures when dealing with equipment faults 3.4 identify the types of equipment and resource faults they are likely to experience 3.5 describe how they should deal with equipment and resource faults 3.6 outline why it is important to leave the equipment, resources and work area ready for the next user 3.7 describe the appropriate standards when leaving the equipment, resources and work area ready for the next user

Learning outcome
The learner will: 4. Be able to operate office equipment.
Assessment criteria
The learner can: 4.1 locate and select the equipment and resources they need for a range of administration tasks 4.2 follow the manufacturer's operating instructions 4.3 waste as few resources as possible 4.4 follow agreed procedures for the disposal, reuse and recycling of waste 4.5 maintain the health and safety of themselves and others 4.6 make sure final work product meets agreed standards 4.7 produce work product within agreed timescales

Learning outcome
The learner will: 5. Be able to maintain office equipment.
Assessment criteria
The learner can: 5.1 keep the equipment clean and hygienic 5.2 deal with equipment and resource problems according to the manufacturer's and organisational procedures 5.3 make sure the equipment, resources and work area are ready for next user

Unit 114 Operating and maintaining office equipment

Supporting information

Evidence requirements

For 1.1 the candidate needs to describe six different types of office equipment.

Types of equipment described may include: telephone, answering system, photocopier, computer, fax machine, franking machine, shredder, filing system, printer, guillotine etc.

For 1.2 the candidate needs to describe the main features and uses for each type of office equipment selected for 1.1.

For 1.3 the candidate needs to know the difference between equipment and resources in order to choose the appropriate items for a range of administrative tasks. Candidates should describe this for four tasks. See further resources.

For 2.1 the candidate needs to explain why it is important to follow manufacturers' instructions when operating equipment, including what could be the result of not doing so eg risk to self or other's, invalidating the manufacturer's guarantee, damage to equipment etc. Their explanation must include relevant examples of equipment from their workplace - minimum of three.

For 2.2 the candidate needs to describe the health & safety guidelines for the equipment they used in 2.1 eg PPE, COSSH, Display Screen Act, manual handling, hygiene.

For 2.3 the candidate needs to explain the importance of following the health & safety guidelines including employee responsibilities under the Health and Safety Act 1974.

For 2.4 the candidate needs to outline why it is important to keep waste to a minimum for commercial (saving money) and environmental reasons.

For 2.5 the candidate needs to describe how waste can be minimised, how it is disposed of and the procedures in place for either reusing and/or recycling various waste created in their workplace.

For 2.6 the candidate needs to explain the work standards and deadlines involved in operating office equipment and the importance of meeting these.

For 3.1 the candidate needs to outline the reasons why it is important to keep equipment clean and hygienic eg Health & Safety considerations, cost implications, wastage, minimise risk of infection, etc.

For 3.2 the candidate needs to describe how to keep three types of office equipment clean and hygienic.

For 3.3 the candidate needs to outline the importance of following manufacturers' instructions and their organisational procedures when dealing with equipment faults.

For 3.4 and 3.5 candidate needs to identify the types of equipment and resource faults they may experience from the equipment and resources from 3.2 and describe how they should deal with these faults.

For 3.6 and 3.7 the candidate needs to explain the reasons why equipment, resources and work areas need to be left ready for the next user and any appropriate organisational procedure that may apply when leaving equipment, resources and work areas ready for the next user.

For 4.1 the candidate must locate and select the equipment and resources for a range of four administrative tasks. (see Appendix 1 for example form)

For 4.2 the candidate must show how they follow the manufacturer's operating instructions whilst they are using the equipment to carry out the tasks in 4.1.

For 4.3 the candidate must show how they minimise waste as much as possible in all the tasks they do eg by proof reading, print preview, recycling, etc.

For 4.4 the candidate must show how they reuse, recycle and dispose of any waste correctly and appropriately, following agreed procedures.

For 4.5 the candidate must show how they ensure the health & safety of themselves and others is maintained whilst they are carrying out various tasks in the workplace eg correct posture, taking breaks, safe working procedures.

For 4.6 the candidate must ensure their final work meets the agreed standards eg by checking with the person who issued the task.

For 4.7 the candidate must produce work to agreed deadlines eg evidence of deadlines being met.

For 5.1 keep equipment operated in 4.1 clean and hygienic. This could be evidenced by assessor observation or witness testimony.

For 5.2 the candidate needs to provide evidence detailing how they have dealt with at least one equipment and one resource problem according to the manufacturer's and organisation procedures. If no problems occur, then 'what if' questions can be asked to confirm competence.

For 5.3 the candidate needs to make sure that equipment, resources and work areas are left ready for the next user. This could be evidenced by assessor observation or witness testimony.

Unit 115 Maintaining customer relations in a business environment

UAN:	**A/600/4982**
Level:	2
Credit value:	4
GLH:	27
Aim:	This unit covers the knowledge and understanding learners need to use a telephone system, including transferring calls and managing messages. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Know about customer service in a business environment.
Assessment criteria
The learner can: 1.1 outline what is meant by 'customer' in a business environment 1.2 outline why customer service is important in a business environment

Learning outcome
The learner will: 2. Know how to develop customer relationships in a business environment.
Assessment criteria
The learner can: 2.1 identify who their customers are 2.2 outline why it is important to build positive working relationships with customers 2.3 describe how to build positive working relationships with customers

Learning outcome
The learner will: 3. Know how to deliver customer service in a business environment.
Assessment criteria
The learner can: 3.1 describe how to identify and confirm customer needs

3.2 describe the types of quality standards that are appropriate to their responsibilities 3.3 describe how to agree timescales and quality standards with customers 3.4 describe how to meet timescales and quality standards for customers

Learning outcome
The learner will: 4. Know how to respond to customer problems.
Assessment criteria
The learner can: 4.1 describe the problems that customers may experience 4.2 describe how to deal with customer problems 4.3 describe the procedures they should follow to deal with customers' complaints 4.4 identify the response times they should meet when dealing with customer complaints, problems and general enquiries

Learning outcome
The learner will: 5. Be able to deliver customer service in a business environment.
Assessment criteria
The learner can: 5.1 build positive working relationships with customers 5.2 identify and confirm customer needs and expectations 5.3 agree timescales, quality standards or procedures to follow 5.4 provide services to agreed timescales and quality standards 5.5 check customer needs and expectations are met 5.6 resolve or refer customer complaints in a professional manner and to a given timescale

Unit 115 Maintaining customer relations in a business environment

Supporting information

Evidence requirements

For 1.1 the candidate needs to describe six different types of office equipment.

Types of equipment described may include: telephone, answering system, photocopier, computer, fax machine, franking machine, shredder, filing system, printer, guillotine etc.

For 1.2 the candidate needs to describe the main features and uses for each type of office equipment selected for 1.1.

For 1.3 the candidate needs to know the difference between equipment and resources in order to choose the appropriate items for a range of administrative tasks. Candidates should describe this for four tasks. See further resources.

For 1.1 the candidate must explain that a customer is somebody that you help in any shape or form, or somebody who expects you to provide a service to them.

For 1.2 the candidate should be able to explain at least two valid reasons why customer service is important. For example customer retention, less complaints, increased business etc.

For 2.1 the candidate needs to be able to accurately list who their customers are. These could be internal, external or both. For example delivery drivers, staff from other branches, general public, groups with special requirements.

For 2.2 the candidate needs to explain that by building positive relationships, they gain customer trust; they will retain their custom, and their customers will be loyal.

For 2.3 the candidate must describe at least three effective ways to build positive relationships. For example respect, communication, honesty, reliability, abiltiy to quickly solve problems,build trust, keeping promises, always being happy to help, ability to recognise their customer needs, worries and feelings.

For 3.1 the candidate must explain how to identify customer's needs whether it is written, verbal or face to face. Customers vary in terms of how much they need to know, their capability to communicate this to you, their behaviour and attitude and how important they are (or like to be treated). The candidate should be aware of the organisation's questioning techniques or procedure for establishing what the customer wants, they should be able to ask the right questions to establish and confirm the

requirements. If the candidate confirms the customer needs, they are more likely to respond quickly and appropriately to the request.

For 3.2 the candidate needs to describe more than one type of quality standard relating directly to the organisation. Schools, for example have Ofsted targets to meet, other organisations may have a service level agreement or charter that states how quickly they will provide a service. The organisation may pledge to offer a discount if the customer is not seen to within a set timescale, answer the telephone within three rings, never leave a customer waiting at the counter, or carry out a task by an agreed deadline.

For 3.3 the candidate has to be aware of how to negotiate a timescale or follow a set timescale used within the organisation that meets both the customer requirements and organisational needs. Some quality standards and timescales may not be able to be negotiated because they have been written down by the organisation, in which case, it is up to the candidate to ensure that this is met. On the other hand, the candidate needs to agree a timescale to respond to a complaint, help a colleague, initiate a customer call back or respond to a letter.

For 3.4 the candidate needs to explain methods of meeting timescales and quality standards. Examples could include, planning their workload to prioritise tasks, allocating enough time and resources, diarising and creating 'to do lists' to ensure that the task meets quality standards for customers.

For 4.1 the candidate must be able to explain four different problems that a customer could experience. For example rude staff, timescales not met, problems with products, lack of communication or incorrect information received, human error etc.

For 4.2 the candidate needs to describe the stages they should follow to effectively deal with a range of customer problems.

For 4.3 the candidate must explain their organisations procedures for handling and resolving customer problems.

For 4.4 the candidate must outline the appropriate organisation response time for handling problems, complaints or enquiries. If the organisation has no set guidelines then the candidate must be able to identify the importance of handling a complaint quickly.

For 5.1 the candidate must demonstrate a friendly and welcoming approach with a minimum of three customers (either internal or external). Examples could include using the customer name when appropriate, creating a rapport with their customers, retaining eye contact, positive body language or a helpful disposition. There should be signs of mutual respect, trust and honesty between the candidate and customer.

For 5.2 the candidate must identify and confirm the needs and expectations of a minimum of three customers (these could be the same customers as in 5.1). The candidate must apply listening skills, questioning techniques and the ability to read the customer's body language or tone in order to gain an understanding of what the customer needs or expects.

For 5.3 the candidate must agree timescales, quality standards or procedures with two customers (internal or external, these could be the same customers as in 5.1) If there are no procedures or quality standards and the candidate is unsure what to do, they should be seen to refer to a more senior member of staff or supervisor.

For 5.4 the candidate must provide services to agreed timescales and quality standards for a minimum of two customers (internal or external, these could be the same customers as in 5.1)

Examples of quality standards might include, photocopying for colleagues, collated or stapled and within the agreed time, quality food served within a reasonable timescale, refunds processed quickly and accurately.

For 5.5 the candidate must check on least two occasions that customers needs have been met. Examples could include, courtesy call to customer, questionnaire, or by asking the customer if they are happy with their service (these could be the same customers as in 5.1).

For 5.6 the candidate should be assessed resolving or referring a minimum of two complaints within the organisations timescales in line with its customer charter (eg 5 working days). Alternatively, if there is no timescale or charter the candidate must be able to resolve or pass it onto somebody in a professional way. This could include, making eye contact, displaying signs of empathy, staying calm, listening carefully and getting all the facts, displaying open body language and explaining to the customer precisely what they are going to do about it. This could involve asking for advice from a senior team member or passing the complaint over with a full explanation.

Unit 116 Managing diary systems

UAN:	**J/600/4984**
Level:	2
Credit value:	4
GLH:	27
Aim:	This unit covers the knowledge and understanding learners need to manage and update manual and electronic diary systems. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Understand different diary systems.
Assessment criteria
The learner can: 1.1 outline why it is important to use diary systems 1.2 describe the uses of different types of diary systems 1.3 compare the advantages and disadvantages of different diary systems

Learning outcome
The learner will: 2. Know how to update diary systems.
Assessment criteria
The learner can: 2.1 outline why it is important to obtain relevant information about requested diary entries and changes 2.2 identify the types of information they must obtain to make entries and changes 2.3 outline why it is important to prioritise requests 2.4 describe how to prioritise requests 2.5 identify solutions to different types of problems that may occur when requests are made 2.6 outline why it is important to try to balance the needs of all those involved when making entries and changes 2.7 outline why it is important to communicate changes to those affected by entries and changes 2.8 outline why it is important to keep the system up to date

Learning outcome
The learner will: 3. Know how to maintain security and confidentiality of diary systems.
Assessment criteria
The learner can: 3.1 outline why security and confidentiality issues are important when operating a diary system 3.2 identify the types of security and confidentiality issues that are relevant to diary systems 3.3 describe how to manage security and confidentiality issues

Learning outcome
The learner will: 4. Be able to manage diary systems.
Assessment criteria
The learner can: 4.1 obtain the information they need about requested diary entries 4.2 make diary entries accurately and clearly 4.3 prioritise requested changes 4.4 identify the implications of any changes for existing entries 4.5 solve problems by negotiating alternative arrangements 4.6 record agreed changes in the diary 4.7 communicate agreed changes to those affected 4.8 keep the diary up-to-date 4.9 maintain the security of diary systems

Unit 116 Managing diary systems

Supporting information

Evidence requirements

For 1.1 the candidate needs to explain how diary systems are important to help plan and coordinate work related activities, people and resources.

For 1.2 the candidate needs to describe the way manual, electronic and shared diary systems work. This may include using a manual diary to record annual leave, an electronic diary to record time out of the office and a shared diary to coordinate people's attendance to a meeting.

For 1.3 the candidate must give a minimum of two advantages and disadvantages of using different types of diary systems, covering manual and electronic systems. For example, manual diaries can be displayed in the office, updated quickly and are accessible by all of the team but if misplaced, the information recorded is only in one place. Electronic diary systems can record information in one secure location accessible via a password but everyone must update it regularly for it to be effective.

For 2.1 the candidate needs to explain why obtaining current, relevant and up to date information is important. For example, to ensure there are no clashes, that people or resources are available and that it meets everyone's needs.

For 2.2 the candidate needs to list five different types of information needed to make entries and changes. For example - the date, time, location, length of the meeting, number of people, equipment needs and resources required.

For 2.3 the candidate needs to explain why requests need to be prioritised. This could be because equipment or a location needs to be booked, a deadline needs to be met for others or resources need organising.

For 2.4 the candidate needs to describe how they organise and prioritise requests. For example, is there a deadline to meet, does equipment, resources or a venue need to be booked or is it a priority for the manager, department or business?

For 2.5 the candidate needs to explain ways of solving problems when requests are made. This could be coming up with alternatives to avoid clashes in the venue, changing the time, date or individual schedules, offering others the opportunity to attend, budget or catering problems.

For 2.6 the candidate needs to describe the reason it is important to consider the needs of all those involved when making diary entries and changes. In answering this, the candidate could consider what it would be would be like if their needs were not considered when diary changes were made without consultation on for example, annual leave.

For 2.7 the candidate needs to explain why it is necessary to communicate any diary changes to those people affected. In answering this, the candidate should consider what it would be like if they were not updated about changes in their schedule and how it would affect their work, attendance and morale.

For 2.8 the candidate needs to explain why diary systems should be kept up to date. For example, to ensure the location of people is noted - who is in work and who is not, where meetings are being held, at what time and for how long, who is attending, what resources are arranged or required.

For 3.1 the candidate needs to give reasons why security and confidentiality are important when operating a diary system. These may include the type of the information being recorded, who can read or change diary entries and where and how the diary is located and accessed.

For 3.2 the candidate needs to describe the security and confidentiality issues for manual and electronic diary systems eg where they are stored, who has access, how often they are updated, what types of information is enclosed.

For 3.3 the candidate needs to state ways of managing security and confidentiality issues. These may include password protection for electronic diary systems, locking away manual diaries, making shared electronic diary systems read only.

For 4.1 the candidate needs to obtain a minimum of five different pieces of information needed in order to make diary entries eg the date, time, location, number of people, length of meeting, any equipment needs, catering required and resources required.

For 4.2 the candidate needs to enter a minimum three diary entries accurately and clearly using both manual and electronic systems where possible.

For 4.3 the candidate needs to prioritise a minimum of two changes to diary entries such as the date, time or location, length of meeting, attendees, equipment or resources. (The candidate can use the same diary entries as 4.2.)

For 4.4 the candidate needs to explain the consequences of the two requested changes and how they have affected people, dates or times, resources or venues. (The candidate can use the same diary entries as 4.2.)

For 4.5 the candidate needs to resolve a minimum of two different diary entry problems demonstrating negotiation of alternative arrangements like a different time, date, location, alternative attendees or materials. (The candidate can use the same diary entries as 4.2.)

For 4.6 the candidate needs to record two changes in the diary system either manually or electronically. (The candidate can use the same diary entries as 4.2.)

For 4.7 the candidate needs to show how these two changes were communicated with those affected. This may include communication via an email, note, memo, verbally within a meeting, telephone call or face to face communication. (The candidate can use the same diary entries as 4.2.)

For 4.8 the candidate needs to ensure that the diary is kept up to date and where possible use both manual and electronic systems. This may include 'before and after' diary pages showing the completed updates.

For 4.9 the candidate needs to show how the security of the diary system has been maintained on both manual and electronic diary systems where possible. This should include who has access to the diary system, is it password protected for electronic diary systems or locked away for manual diary systems, do shared electronic diary systems have 'read only' applied, where and how is the information stored.

Unit 117 Collecting and storing information

UAN:	**H/600/4989**
Level:	2
Credit value:	3
GLH:	20
Aim:	This unit covers the knowledge and understanding learners need to collect and store information using manual and electronic information systems. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Understand information storage systems.
Assessment criteria
The learner can: 1.1 explain why it is important to collect and store information as requested 1.2 describe different types of information systems and their main features regarding information storage 1.3 describe the legal and organisational requirements covering the collection and storage of information

Learning outcome
The learner will: 2. Know how to collect and store information.
Assessment criteria
The learner can: 2.1 outline why it is important to confirm information to be collected and stored 2.2 describe the methods they can use to collect required information 2.3 describe the procedures they should follow to access different information systems 2.4 describe the procedures they should follow to store information in different types of systems 2.5 outline why it is important to make sure information is accurate 2.6 identify the problems that may occur with the collection and storage of information 2.7 describe how to deal with problems relating to the collection and storage of information

Learning outcome
The learner will: 3. Be able to collect and store information
Assessment criteria
The learner can: 3.1 identify and collect required information 3.2 follow agreed procedures and legislation to maintain security and confidentiality 3.3 store information accurately in approved locations

Unit 117 Collecting and storing information

Supporting information

Evidence requirements

For 1.1 the candidate should know that listening to or reading the information carefully will avoid the wrong information being collected and stored, and save time and resources.

For 1.2 the candidate should know about a range of different types of storage for both paper and electronic information. Paper systems that the candidate may be aware of are: vertical, horizontal, lateral filing systems or card indexes. Electronic systems could include information stored on CD rom, information on the company computer database, or systems that convert paper data into computer images that are then stored on the company information database. The candidate must explain a minimum of two systems for each.

For 1.3 the candidate must be able to outline the eight main principles of the Data Protection Act and explain the statutory retention periods for key information that their organisation holds.

For 2.4 the candidate must explain their organisations procedures for storing information in manual and/or electronic information systems. For example, stored to a deadline, recorded alphabetically, numerically, chronologically etc .

For 2.5 the candidate must be aware that inaccurate information is going to waste time for both the candidate and the person asking for the task to be done. They must state why the information to be collected and stored has to be accurate.

For 2.6 the candidate must explain a minimum of three problems. Problems could include, failure to locate the electronic or manual file, incomplete information filed, failure to gain access to the system, information destroyed or archived etc.

For 2.7 the candidate must be able to explain three ways to resolve problems. For example, look in the obvious places, ask somebody else or see if it is filed in the wrong place (eg filed by first name instead of surname). Alternatively, if files go missing regularly there may be a problem with the system, in which case, the candidate must be aware to report it.

For 3.1 the candidate must be able to demonstrate on a minimum of four occasions that they have been able to accurately identify and collect the information that they were required to.

For 3.2 the candidate must show in each of the four occasions in 3.1 that they have followed their organisational procedures for maintaining security and confidentially as well as the data protection act. For example

locking and unlocking their computer to keep electronic information safe, relocking a filing cabinet and returning the key to its correct location (if this meets the company procedures), storing confidential information that they aren't currently working on in a drawer or keeping sensitive information out of sight if away from their desk for any period of time. Procedures can relate to verbal, face to face or written communication.

For 3.3 the candidate must show on each of the four occasions in 3.1 that they have followed organisational procedures to store information accurately either manually and/or electronically.

Unit 118 Retrieving information

UAN:	**Y/600/4990**
Level:	2
Credit value:	2
GLH:	13
Aim:	This unit covers the knowledge and understanding learners need to locate and retrieve information in manual and electronic information systems. It also covers the practical application of this knowledge and understanding.

Learning outcome
The learner will: 1. Understand information retrieval systems.
Assessment criteria
The learner can: 1.1 explain why information may need to be retrieved 1.2 describe different types of information systems and their main features regarding information retrieval 1.3 describe the legal and organisational requirements covering security and confidentiality in relation to retrieving information

Learning outcome
The learner will: 2. Know how to retrieve and provide information.
Assessment criteria
The learner can: 2.1 outline why it is important to confirm information to be retrieved 2.2 describe the procedures they should follow to access different information systems 2.3 describe the methods they can use to retrieve information in different information systems 2.4 describe the problems that may occur with information retrieval 2.5 describe how to deal with the problems that may occur with information retrieval 2.6 outline why it is important to provide information in the required format and within agreed timescales

Learning outcome
The learner will: 3. Be able to retrieve and provide information.
Assessment criteria

The learner can:

3.1 confirm information for retrieval

3.2 comply with procedures and legislation for accessing an information system

3.3 locate and retrieve the required information

3.4 identify problems with information retrieval

3.5 report problems with information retrieval

3.6 provide information in the agreed format and within agreed timescales

Unit 118 Retrieving information

Supporting information

Evidence requirements

For 1.1 the candidate must explain giving at least three examples of why information may need to be retrieved eg when amendments have to be made, to add to the information, to review or refer to previous recorded data or to pass the information on to another person, to resolve a query etc.

For 1.2 the candidate must describe at least three different types of information systems and how information is retrieved from each eg computer databases, paper files, CD Rom, indexes, spreadsheets, lever arch files.

For 1.3 the candidate needs to describe their organisational confidentiality and security requirements for retrieving information and briefly describe the legislative guidelines to follow under the Data Protection Act 1988/Freedom of Information.

For 2.1 the candidate needs to outline reasons why they would need to confirm what information is to be retrieved eg what is required, who it is required by and when it is required.

For 2.2 the candidate needs to describe the procedures they would need to follow in order to access the different information systems outlined in 1.2 eg is permission needed to access the information systems, does the information have to be returned by a deadline, do they have to log its removal?

For 2.3 the candidate needs to describe the methods they would use to retrieve information from the information systems given in 2.2.

For 2.4 the candidate needs to describe various problems which may occur when retrieving information eg mis-filed documents, information not located where it should be or incomplete information.

For 2.5 the candidate needs to describe how they would deal with the problems listed in 2.4 eg who they would report the problem to and what steps would be taken to remedy the problems.

For 2.6 the candidate needs to outline why it is important to provide information in the required format and within the agreed time scales eg so that it meets the needs of the person requesting it, demonstrates their ability to work efficiently, effectively and to follow instructions.

For 3.1 the candidate must confirm the information for retrieval on four different occasions with the person requesting it. This could be confirmed verbally, face to face or in writing.

For 3.2 the candidate must demonstrate how they comply with organisational procedures and legislation when accessing the chosen

system for the information in 3.1. If there are no procedures in place, 'what if' questions can be asked to check understanding.

For 3.3 the candidate must demonstrate how they have located and retrieved the information required in 3.1.

For 3.4 the candidate needs to identify 2 problems encountered with the information retrieved in 3.3. If no problems were encountered, then 'what if' questions may be asked to confirm competence.

For 3.5 the candidate needs to report two problems to the correct individual in their organisation. If no problems were encountered, then 'what if' questions may be asked to confirm competence.

For 3.6 the candidate must demonstrate how they provide the required information within the time agreed and in the correct format on at least two different occasions.

Customer Service Units

The following section contains the content of the customer service units.

Unit 119 Create a good impression to customers

UAN:	**R/601/6068**
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner to show they can dress, present themselves and communicate in a way that gives customers the right impression.

Learning outcome
The learner will: 1. Be able to dress appropriately for a customer service job.
Assessment criteria
The learner can: 1.1 describe appropriate dress requirements in different customer service jobs 1.2 identify inappropriate dress in different customer service jobs 1.3 dress in a way that meets customer expectations in a particular job

Learning outcome
The learner will: 2. Be able to demonstrate an appropriate appearance for a customer service job.
Assessment criteria
The learner can: 2.1 state the importance of making a good first impression on customers 2.2 identify personal appearance that may cause a negative reaction from customers 2.3 present self in a way that makes a positive impression on customers

Learning outcome
The learner will: 3. Be able to relate effectively to customers.
Assessment criteria

The learner can:

3.1 describe methods of communicating with customers

3.2 describe why offensive language should be avoided when dealing with customers

3.3 use appropriate methods of communication when dealing with customers

Unit 119 Create a good impression to customers

Supporting information

Evidence requirements

For **1.1** the candidate needs to list **three** different customer service based jobs and describe how the employees dress appropriately in order to create the right impression. Candidates could consider organisations who issue uniforms, name badges and/or specific clothing to meet health and safety requirements.

For **1.2** the candidate must identify inappropriate dress in **two** different customer service jobs. They could use examples from their own experiences as a customer, paying attention to areas such as a failure to wear uniform/name badge, untidy or dirty clothing, clothing too revealing or dressing without consideration to health and safety risks.

For **1.3** the candidate must comply with the organisation's dress code and be wearing clothes appropriate for their working environment, for example:

- Overalls (eg garage staff, decorators, supermarket)
- Special clothing for hygiene purposes (eg hats to keep hair tucked in, plastic gloves if working with food)
- Smart suit (worn in offices or banks to show professionalism)
- Trendy clothing (worn in a shop to advertise that shop's latest fashion)
- Clothing that fits a colour scheme to match the organisation's colours. Dress code could also vary to indicate more senior management eg a shirt, tie and formal trousers/skirt in a fast-food restaurant might signify more responsibility whereas staff at a lower level might wear a colour polo shirt and more robust trousers.

For 2.1 the candidate must understand that you only get one change to make a good first impression to customers; whether this is verbally, in writing or face-to-face with internal or external customers. They must consider how their behaviour and attitude influences customer trust, satisfaction, loyalty and whether the customer chooses to do business with your organisation.

For 2.2 the candidate must explain three types of appearance that could cause a negative reaction for example, somebody with dirty nails, unkempt hair, untidy appearance, too much makeup/perfume and revealing clothing. They should understand that appearance also incorporates attitude so a person who serves a customer with a scowling face could mean that they have no particular interest in the customer.

For 2.3 the candidate must make a positive impression on two different occasions showing they have presented themselves smartly, professionally, helpfully and politely. This could be observed by an appropriate witness in the workplace or assessor.

For 3.1 the candidate needs to describe three different methods of communicating with customers and should use examples from written eg letter, email, text message, and verbal communication methods eg telephone, face-to-face.

For 3.2 the candidate must describe what might constitute offensive language, (swearing, slang, inappropriate comments relating to gender, race, culture, age or disability) and why they should never use any offensive language with customers regardless of how angry or aggressive the communication received becomes or if confrontation develops eg it will upset or aggravate the customer, it is not professional.

For 3.3 the candidate must demonstrate three occasions where they have chosen or adopted the most appropriate communication method to suit the situation and the needs of the customer. The candidate could demonstrate when they have chosen telephone communication over email in order to explain answers to questions quickly so that complaints are minimised or when it has been appropriate to clarify information on product or service options and prices in writing to the customer so that they have a permanent record.

Outcome	Possible forms of evidence
1.3, 2.3, 3.3	Observation of performance demonstrating how the candidate presents themselves and communicates appropriately with customers. Work products such as emails, messages they have written and other written communication carried out for the customer by the candidate. Confidential and/or product evidence can be seen by the assessor, their locations referenced and remain in the workplace. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal, face-to-face or written communication. Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher.
1.1, 1.2, 2.1, 2.2, 3.1, 3.2	A well-planned guided discussion between the candidate and assessor (This could be digitally recorded). Written questions, workbook, well-planned discussion, assignment or candidate statement, written around the assessment criteria to test the knowledge.

Unit 120 Apply legislation, regulation and organisational procedures for customer service

UAN:	**R/601/6071**
Level:	1
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to help the learner to comply with legislative and regulatory requirements and follow organisational procedures when involved in delivering customer service.

Learning outcome
The learner will: 1. Be able to follow customer service procedures for a particular job.
Assessment criteria
The learner can: 1.1 describe the limits of own responsibility and authority for a particular job in customer service 1.2 carry out steps in customer service procedures for a particular job

Learning outcome
The learner will: 2. Be able to protect the security of property and information when delivering customer service.
Assessment criteria
The learner can: 2.1 observe organisational procedures for the security of property when delivering customer service 2.2 observe organisational procedures for the security of information when delivering customer service

Learning outcome
The learner will: 3. Know the health and safety requirements of delivering customer service.
Assessment criteria
The learner can: 3.1 describe the health and safety rules that relate to delivering customer service

3.2 describe the main health and safety risks for customers and colleagues when delivering customer service

Learning outcome
The learner will: 4. Know other external rules that impact on customer service delivery.
Assessment criteria
The learner can: 4.1 describe the key legislation and external regulations relating to customer service delivery 4.2 describe actions to avoid because of legislation and regulation when delivering customer service 4.3 describe the importance of treating customers equally when delivering customer service

Unit 120 Apply legislation, regulation and organisational procedures for customer service

Supporting information

Evidence requirements

For **1.1** the candidate needs to select **one** customer service job and describe **three** limits of responsibility. The candidate must describe what they are allowed to do as defined within the job description and also when and from whom they need to gain authority. Candidates could use their job specification, job description or appraisal.

For **1.2** the candidate needs to follow through customer service procedures in **three** customer service tasks. These could be, eg taking payment, giving customers product/service information, updating customer information, logging enquiries, scheduling delivery, responding to problems, processing refunds or returns, dealing with faulty items or registering complaints. Candidates should show how they have followed organisational procedures when delivering customer service on, for example, processing refunds, returns or exchanges.

For **2.1** the candidate must show they have followed the organisational procedures in place for the security of property on **two** different occasions when delivering customer service. This could include using entry codes to access restricted areas, ensuring visitors sign in and are escorted to their destination, wearing name badges, securely storing personal possessions or restricting the carrying of money onto the shop floor, ensuring premises are locked and windows shut at the end of the day.

For **2.2** the candidate needs to demonstrate that they have followed and adhered to organisational procedures for the security of information on **two** different occasions when delivering customer service. They must pay attention to the Data Protection Act 1998 prior to giving the customer information. The candidate must show that they have met the requirements of their/the organisation to ensure that information is protected eg locking computers when away from work stations, not sharing passwords and keeping sensitive information out of sight.

For **3.1** the candidate must understand the Health and Safety at Work Act 1974 (HASWA) when delivering customer service. The candidate needs to understand that health and safety rules are there to prevent injury and describe **three** Health and Safety rules that apply when delivering customer service. For example what to do, or who to report to in the event of an accident or fire, keeping themselves and their customer safe by spotting and reporting hazards/risks, wearing personal protective clothing and using safe working methods (safe VDU usage, correct manual handling techniques etc), following personal hygiene requirements if applicable.

For **3.2** the candidate needs to describe **three** main health and safety risks for customers and colleagues. For example wet floor, abusive or aggressive customers, dangerous stairways, obstructions, poor heating/lighting/ventilation. Reference may be made to the risk assessment procedure in place.

For **4.1** the candidate must describe **three** pieces of legislation or regulations relating to customer service delivery for example: The Sale of Goods Act 1979, Supply of Goods and Services Act 1982, Trade Descriptions Act 1968, Consumer Protection Act 1987, Data Protection Act 1998, the Consumer Protection (Distance Selling) Regulations 2005, The Financial Services Act, The Health and Safety at Work Act. Regulations might apply to the items that must not be sold to people under a certain age such as knives, harmful substances, tobacco, alcohol or lottery tickets.

For **4.2,** using the information from 4.1 the candidate must describe **three** actions that should be avoided because of the guidelines within the legislation and regulations listed above. The candidate should consider things they should not do such as sharing confidential customer information with unauthorised people (Data Protection Act 1998), describing goods that don't correspond with their description (Sale of Goods Act 1979), providing a service that is not at the proper standard (Supply of Goods and Services Act 1982) or misleading the customer on what the product can do and its quality (Trade Descriptions Act 1968).

For **4.3** the candidate needs to describe why it is important to treat customers equally regardless of sexuality, race, age, gender, disability, social status, general physical appearance. They should ensure that they pay attention to following company procedures and legislation when delivering customer service, treating all customers politely, professionally and helpfully at all times so that every interaction meets the customer's expectations.

Outcome	Possible forms of evidence
1.1, 3.1, 3.2, 4.1, 4.2, 4.3	Written questions, candidate statements, workbooks or assignments written around the assessment criteria to test the knowledge of the candidate. A well-planned guided discussion between the candidate and assessor (This could be digitally recorded). For 1.1, a job description, contract of employment, job specification or appraisal could be used. For 3.1 and 4.1 reference could be made to websites containing information on customer service regulations: **www.dti.gov.uk**, **www.instituteofcustomerservice.com**, **www.hse.gov.uk**, **www.direct.gov.uk/customer**, **www.ico.gov.uk**
1.2, 2.1, 2.2	Observation of performance. Work products such as emails, letters to/ from customers, notes taken and computer update screens,

information sought from colleagues, other departments or companies, visitor book/badges, password screens, company procedures on customer service delivery, security of property and information, research about the Data Protection Act 1998 (1.2, 2.1, 2.2).

Confidential and/or product evidence can be seen by the assessor with their locations referenced and remain in the workplace.

A diary of tasks performed accurately over time.

Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal/face-to-face communication.

Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher.

Unit 121 Deal with queries and requests

UAN:	**H/601/6074**
Level:	1
Credit value:	3
GLH:	22
Aim:	The unit is about helping the learner to gain knowledge of the products and services and use that knowledge when dealing with customer queries and requests.

Learning outcome
The learner will: 1. Know the services and products of a section or department.
Assessment criteria
The learner can: 1.1 describe the services and products of a selected section or department 1.2 list the key features and benefits to customers of the services and products of a selected section or department

Learning outcome
The learner will: 2. Know the customer's interests about the services and products of a section or department.
Assessment criteria
The learner can: 2.1 describe the features and benefits of services and products that most interest customers 2.2 identify questions that customers frequently ask about services and products and the preferred answers to those questions

Learning outcome
The learner will: 3. Be able to clarify customer queries or requests.
Assessment criteria
The learner can: 3.1 listen closely to questions and responses from customers 3.2 clarify queries and requests from customers

Learning outcome

The learner will: 4. Be able to deal with queries or requests from customers
Assessment criteria
The learner can: 4.1 deal with a query or request in a positive way 4.2 seek information or support if the query or request is outside of their own knowledge or authority

Unit 121 Deal with queries and requests

Supporting information

Evidence requirements

For **1.1** the candidate needs to select one organisation and choose one section or department within this company describing **one** product and **one** service it provides. The candidate should be aware that some organisations only provide a product or a service and others provide both.

For **1.2** the candidate must list **two** key features and describe their corresponding benefits to the customer of the products or services that the section or department identified in 1.1 provides. For example a feature of a washing machine is that it has a half load option and the benefit of this is more economical and environmentally friendly, after sales care on electrical goods the benefit is a helpline provided.

For **2.1** the candidate must describe the key features and benefits of **two** of the most popular products or services provided (these could be the products/services identified in 1.1). Benefits to customers could include: saving money, user friendly, child friendly, long-term product life, for security/peace of mind, to save time, for flexibility, status/luxury.

For **2.2** the candidate needs to identify **four** frequently asked customer questions and their preferred answers. These may include questions on opening times, contact details, delivery timescales, information or specifications on the product or service, payment methods, company procedures for refunds, returns or exchanges or the complaints policy. The candidate could use the organisation's 'frequently asked questions' detailing preferred answers if there is one in place.

For **3.1** the candidate needs to show they have listened closely to **four** questions and responses from customers by paying full attention, making eye contact, avoiding distractions, perhaps taking down notes and confirming/summarising customer's response.

For **3.2** the candidate must show they have confirmed or clarified **two** requests and queries from customers in order to ensure they have understood it correctly. They could take notes or log the customer query and their response.

For **4.1** the candidate needs to deal with **three** customer requests or queries in a positive and professional way. This may include queries on payment methods, special offers, company procedures for refunds, returns or exchanges or product/service availability and/or specifications ensuring that the query is resolved successfully. The candidate should aim to follow company procedure correctly and could use the requests clarified in 3.2.

For **4.2** the candidate must show they have sought information or support from another colleague for **one** query or request which is outside their level of authority or knowledge base. This could involve passing the enquiry on to a senior team member or seeking advice from them.

Outcome	Possible forms of evidence
1.1, 1. 2, 2.1, 2.2	Written questions, candidate statements, workbooks or assignments written around the assessment criteria to test the knowledge of the candidate. For 2.2, the candidate could use the organisations 'frequently asked questions' detailing preferred answer if there is one in place. A well-planned guided discussion between the candidate and the assessor (this could be digitally recorded). Candidates could use evidence gathered in Unit 106 assessment criteria 2.1 & 2.2.
3.1, 3.2 4.1, 4.2	Observation of performance Work products such as emails, letters to/ from customers, notes taken and computer update screens, or service information sought from colleagues, other departments or companies. Confidential and/or product evidence can be seen by the assessor; their locations referenced and remain in the workplace. A diary of tasks performed accurately over time or telephone call log. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal/face-to-face communication. A written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher.

Unit 122 Record and communicate customer problems

UAN:	**K/601/6075**
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner to collect detailed information from a customer when there is a customer problem and communicate it accordingly.

Learning outcome
The learner will: 1. Be able to collect detailed information from a customer with a problem.
Assessment criteria
The learner can: 1.1 question a customer to collect detailed information about a problem 1.2 check why the customer believes that their expectations are not being met

Learning outcome
The learner will: 2. Be able to record detailed information about a customer problem.
Assessment criteria
The learner can: 2.1 keep a record of details about a customer service problem 2.2 confirm the accuracy of the record of a customer problem with the customer

Learning outcome
The learner will: 3. Be able to communicate a customer problem to a colleague and a customer.
Assessment criteria
The learner can: 3.1 select information about the customer and the problem, that is sufficient for a colleague to understand it 3.2 inform a colleague about the customer problem 3.3 give the customer information about the steps being taken to deal with the problem

Unit 122 Record and communicate customer problems

Supporting information

Evidence requirements

For **1.1** the candidate must question **one** customer in order to collect **three** pieces of detailed information about their problem for example, customer reference/contact details, what happened, when, with whom, what action(s) have been taken and what the customer wants. This can be on the telephone or face-to-face and could be observed by the assessor/witness. The candidate must ensure they have followed the guidelines of the Data Protection Act 1998 before discussing or revealing confidential customer information.

For **1.2** the candidate must check the reason why the customer is not happy, confirming why their expectations have not been met and ensure that they listen to their explanations. A 'customer' could be internal or external.

For **2.1** the candidate must record the details of **one** customer service problem following organisational procedures and timescales and/or deadlines where applicable. These problems could be related to the quality of product or service, delays experienced, incorrect information sent out or quoted, attitude of staff, procedures or payment issues.

For **2.2** the candidate must clarify the details of the customer service problem from 2.1, repeating to confirm the customer's reference number, personal and contact details and summarising the problem to ensure they have recorded all of the information accurately (eg who, what , how, when and/or why a problem happened).

For **3.1** the candidate must select the most relevant details of **one** customer problem, summarising this problem so that a colleague can understand it, for example, considering who, what, how, when and/or why the problem happened and include customer reference/contact details.

For **3.2** the candidate must inform a colleague of the customer service problem identified in 3.1 ensuring that they have understood it. This could be communicated face-to-face, on the telephone, within written notes, diary pages, computerised file notes, database or spreadsheet recording or email. The colleague/s can be within their department or located elsewhere in the organisation.

For **3.3** the candidate must inform the customer what is going to happen next for the problem detailed in 3.1/3.2. The candidate will need to inform the customer what is happening, who is dealing with it and when they will be contacted so that the problem is dealt with effectively. Candidates may need to consider applying organisational procedures and/or follow legislation.

Outcome		Possible forms of evidence
1.1,1.2, 2.1, 2.2 3.1, 3.2, 3.3	Observation of performance demonstrating how the candidate collects information about problems from customers	Candidates could use evidence gathered in Units 103 and 106; full explanations of the criteria is explained below: For 1.1 candidates could use evidence gathered in Unit 106 (Answer telephone calls from customers) assessment criteria 2.1. For 3.2 candidates could use evidence gathered in Unit 103 (Deal with queries and requests) assessment criteria 4.2 and unit 106 (Answer telephone calls from customers) assessment criteria 2.3. Observation of performance demonstrating how the candidate collects information about problems from customers. Work products such as written notes, computerised file notes, database or spreadsheet recording, telephone log, email, letters or a diary of tasks performed accurately over time. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal, face-to-face or written communication. Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher. A well-planned guided discussion between the candidate and the assessor (This could be digitally recorded). Confidential and/or product evidence can be seen by the assessor, their locations referenced and remain in the workplace. Websites containing information on customer service regulations: **www.dti.gov.uk**, **www.instituteofcustomerservice.com**, **www.hse.gov.uk**, **www.direct.gov.uk/customer**

Unit 123 Working in customer service

UAN:	**M/601/6076**
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner understand their role in a customer service environment .

Learning outcome
The learner will: 1. Know the customer service principles that affect a customer related job.
Assessment criteria
The learner can: 1.1 state the service offer of the organisation 1.2 describe the role of a selected job holder in delivering the service offer

Learning outcome
The learner will: 2. Know what is required of a particular job holder to meet customer expectations.
Assessment criteria
The learner can: 2.1 describe the information the job holder needs to meet customer service expectations 2.2 describe how the behaviour of somebody in a customer service job affects the customer experience

Learning outcome
The learner will: 3. Know the outline of entry level customer service jobs.
Assessment criteria
The learner can: 3.1 identify jobs delivering customer service 3.2 identify the customers for those jobs 3.3 describe what customers expect from somebody doing those jobs

Learning outcome
The learner will: 4. Know the outline of customer service jobs that may be accessible after experience in first step jobs.
Assessment criteria
The learner can: 4.1 identify jobs that may follow from experience in first step customer service 4.2 identify the customers for those jobs 4.3 describe what customers expect from someone doing these jobs

Evidence requirements

For **1.1** the candidate should understand the service offer of the organisation and summarise the customer charter if applicable. Alternatively, the candidate can choose one company and describe what it does, how it provides its products or services and who its customers are. The company could be in retail, hospitality, airport, travel agent, leisure centre, telesales, tour operator, local authority, NHS, insurance company, bank or a call centre. This could be a small or large organisation based locally, nationally or internationally who deals with customers face-to-face or on the telephone. The candidate can choose an organisation that interests them.

For **1.2** the candidate must select one customer service job role within this company and describe the job role and the responsibilities that go with this job role. Candidates could use a job description, contract of employment or job specification to detail how they deliver the service on offer.

For **2.1** the candidate must describe **four** pieces of information that they need to know in order to meet the customer's expectations. These may include knowledge of the range of products or services, their prices, how to check product/service availability, special offers and discounts, email addresses, payment methods, directions, company policies or legislation that have to be followed.

For **2.2** the candidate must describe how their body language, tone of voice, gestures, appearance and the use of proper words affect the customer's experience. They must consider how their behaviour and attitude influences customer trust, satisfaction, loyalty and whether the customer chooses to do business with your organisation.

For **3.1** the candidate needs to identify **three** entry level customer service based jobs. This may include entry positions in companies such as clearing tables in a café, stacking shelves in a shop, delivering newspapers and mail, students assisting at school/college open evenings, cleaning and/or general housekeeping. The candidate could use local or national press to identify these positions.

For **3.2** the candidate needs to use the **three** entry level customer service based jobs identified in 3.1 and describe who the customers are. This could include the service they provide to colleagues working elsewhere in the company (internal customers), or to members of the general public or any customers or companies outside your organisation (external customers).

For **3.3** the candidate must use the customers identified in 3.2 and describe what their expectations are. This could include their enquiry being dealt with swiftly, processing basic customer service information, a prompt service being offered, accurate product information provided,

staff that are helpful or who offer a service which is easy to use. The candidate should use their own positive experiences as a customer.

For **4.1** the candidate must use the **three** customer services based jobs identified in 3.1 and describe the next step for career development for example, trainee sales assistant, salon assistant and glass collector. The candidate should consider how and where they could progress to give them more responsibility and a wider variety of tasks. The candidate could use local or national press to identify these positions.

For **4.2** the candidate needs to use the **three** next step customer service based jobs identified in 4.1 and describe who the customers are. These could include internal and external customers and should show the expansion of job responsibilities where the position may offer more decision-making, fewer routine tasks and the ability to work on own initiative.

For **4.3** the candidate must use the customers identified in 4.2 and describe what their expectations are. These may include answering enquiries, explaining company procedures, following up messages, taking payment, meeting deadlines, solving small problems, processing customer service information, describing and selecting products or services.

Outcome	Possible forms of evidence
1.1, 1.2, 2.1, 2.2	Written questions, candidate statement, workbooks or assignments written around the assessment criteria to test the knowledge of the candidate. A well-planned guided discussion between the candidate and the assessor (This could be digitally recorded). The organisation selected could be a small or large organisation based locally, nationally or internationally who deals with customers face-to-face or on the telephone in any industry. For 1.2, a job description, contract of employment or job specification could be used. For 2.1, websites containing information on customer service regulations: **www.dti.gov.uk**, **www.instituteofcustomerservice.com**, **www.hse.gov.uk**, **www.direct.gov.uk/customer**
3.1, 3.2, 3.3, 4.1, 4.2, 4.3	The candidate could use evidence of research on job advertisements published in newspapers, job centres or on internet based job pages.

Unit 124 Answer telephone calls from customers

UAN:	**T/601/6077**
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner to understand how to deal with incoming telephone calls.

Learning outcome
The learner will: 1. Be able to greet customers calling on the telephone.
Assessment criteria
The learner can: 1.1 explain why an appropriate greeting is needed for customers 1.2 use the appropriate greeting when answering customer calls

Learning outcome
The learner will: 2. Be able to deal with incoming customer telephone calls.
Assessment criteria
The learner can: 2.1 use questions to clarify customer wishes and needs during telephone calls 2.2 deal with the customer's requests within the limits of own authority 2.3 pass on calls from customers to appropriate colleagues when customer needs are outside their own authority

Learning outcome
The learner will: 3. Be able to respond to requests from customers.
Assessment criteria
The learner can: 3.1 exchange information with customers over the telephone 3.2 summarise information from customers to check they have heard requests correctly

Unit 124 Answer telephone calls from customers

Supporting information

Evidence requirements

For **1.1** the candidate needs to describe why it is vital to use an appropriate greeting when answering the telephone to customers. They should consider the importance of first impressions, setting the stage for the company and how this first call influences whether the customer will do business with the company.

For **1.2** the candidate must say the appropriate greeting when answering the telephone to **four** customers (internal or external). At least **two** of these calls should be observed by the Assessor/Witness and could be recorded or detailed on a telephone log. Where there is no preferred organisational greeting in place, the candidate could follow basic polite and professional principles for example hello/good morning/ good afternoon, the company name or department, their name and ask how they can help.

For **2.1** the candidate must ask appropriate questions to confirm **two** caller's needs or requests, taking notes where necessary. This should include clarifying or repeating key points the customer has said to confirm accuracy and to show they have listened; spelling any difficult words. They should apply 'open' questioning techniques by asking who, what, when, how and why.

For **2.2** the candidate must handle **two** customer requests within the limits of their own authority. These could include verbally communicating prices or descriptions of products or services, agreeing to send out information to the customer, simplifying company procedures, taking a booking, providing email addresses, directions or contact details.

For **2.3** the candidate must pass on **two** calls to other colleagues where the customers' requests or needs fall outside their area of responsibility. They need to ensure they have selected the correct person to refer the request on to and transfer the call successfully. These colleagues maybe located within their own department or elsewhere in the organisation.

For **3.1** the candidate needs to show how they exchanged information over the telephone with **three** different customers. These could include prices, product or services available, opening hours, special offers, directions, contact details, company procedures, payment methods etc.

For **3.2** the candidate must verbally repeat and summarise **two** pieces of information from customers to ensure that they have confirmed their requests correctly. This could include personal data, customer reference numbers, payment details, date of birth, addresses, colours, sizes etc. Please note the candidate should not disclose any confidential customer information such as customer passwords or payment details.

Outcome **Possible forms of evidence**

1.1	Written question, guided discussion or candidate statement written around the assessment criteria to test the knowledge.
1.2, 2.1, 2.2, 2.3 3.1, 3,2,	Candidates could use evidence gathered in Units 103 and 107; full explanations are explained below: For 2.1, candidates could refer to evidence gathered in Unit 103 (Deal with queries and requests) assessment criteria 3.1 and 3.2. For 2.2, candidates could refer to evidence gathered in Unit103 (Deal with queries and requests) assessment criteria 4.1 and Unit 110 (Work in a customer-friendly way assessment criteria 1.4. For 2.3, calls could be observed by the assessor/witness. Candidates could refer to evidence gathered in Unit 103 (Deal with queries and requests) assessment criteria 4.2. For 3.1, candidates could refer to evidence gathered in Unit 107 (Positive communication with customers) assessment criteria 2.1. For 3.2, candidates could refer to evidence gathered in Unit 107 (Positive communication with customers) assessment criteria 2.2. Observation of performance (two incoming telephone calls must be observed). Recorded telephone calls or telephone logs detailing the information exchanged with the customer, requests dealt with and queries passed on to appropriate colleagues. Confidential and/or product evidence can be seen by the assessor; their locations referenced and remain in the workplace. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal/face communication. Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher. A diary of tasks performed accurately over time. A well-planned guided discussion between the candidate and the assessor (This could be digitally recorded).

Unit 125 Positive communication with customers

UAN:	**A/601/6078**
Level:	1
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help the learner to understand that the way they communicate makes for a positive customer service experience.

Learning outcome
The learner will: 1. Be able to hold conversations with customers.
Assessment criteria
The learner can: 1.1 use questions to develop a customer conversation 1.2 describe how to listen actively to customers 1.3 listen actively to customers 1.4 close a conversation with a customer

Learning outcome
The learner will: 2. Be able to respond to requests from customers.
Assessment criteria
The learner can: 2.1 exchange information with customers in a conversation 2.2 summarise information from customers to check they have heard requests correctly 2.3 pass information from customers to colleagues

Learning outcome
The learner will: 3. Be able to use body language when dealing with customers.
Assessment criteria
The learner can: 3.1 identify types of body language that affect customers positively 3.2 identify types of body language that affect customers negatively 3.3 use positive body language when dealing with customers

Unit 125 Positive communication with customers

Supporting information

Evidence requirements

For **1.1** the candidate must ask **three** customers appropriate questions to develop a customer conversation. This can be on the telephone or face-to-face and could be observed by the assessor/witness. The candidate could use notes taken and could apply 'open ended' questioning techniques by asking who, what, how and why.

For **1.2** the candidate needs to describe **three** active listening techniques, for example, by making eye contact where possible, focussing fully on what the customer is saying by nodding/verbally agreeing, not being preoccupied, showing interest and checking their own understanding.

For **1.3** the candidate must listen actively to **three** customers demonstrating the techniques described in 1.2.

For **1.4** the candidate needs to close **three** conversations politely and professionally. Candidates could use the same customer as in 1.3.

For **2.1** the candidate must exchange information over the telephone or face-to-face with **three** customers. These could include prices, details of product or services available, colours, styles, sizes, opening hours, special offers, directions, contact details, company procedures, payment methods etc.

For **2.2** the candidate must repeat and summarise **three** pieces of information from customers to ensure that they have confirmed their requests correctly. This could include personal data, customer reference numbers, payment details, date of birth, addresses, spelling of difficult words, colours, styles, sizes etc. Please note the candidate should not enclose any confidential customer information such as passwords or payment details.

For **2.3** the candidate must pass on **two** pieces of information from customers to colleagues. They need to ensure they have selected the correct person to refer the request on to and ensure that the information clarifies and summarises key points for their colleagues. The information could be passed on to colleagues verbally or in writing (eg telephone message, email).

For **3.1** the candidate needs to identify **three** types of body language that affect customers positively, paying attention to body posture, gestures and facial expressions/eye movements eg standing up straight, not fidgeting, holding head up, relaxing shoulders, paying attention to the customer, using hands confidently, smiling, speaking carefully and slowly and maintaining eye contact etc.

For **3.2** the candidate needs to identify **three** types of body language that affect customers negatively; paying attention to body posture, gestures and facial expressions/eye movements eg folding arms, being preoccupied, sounding or appearing bored, aggressive behaviour/bad language used, avoiding eye contact, fidgeting, frowning, raising eyebrows.

For **3.3** the candidate must be assessed on **three** occasions using positive body language when dealing with customers.

Outcome	Possible forms of evidence
1.1, 1.3, 1.4, 2.1, 2.2 2.3, 3.3	Candidates could use evidence gathered in Units 103, 106 and 110; full explanations of the criteria is explained below: For 1.1, candidates could refer to evidence gathered in Unit 106 (Answer telephone calls from customers) assessment criteria 2.1. For 1.3, candidates could refer to evidence gathered in Unit 103 (Deal with queries and requests) assessment criteria 3.1. For 1.4, candidates could refer to evidence gathered in Unit 110 (Work in a customer-friendly way) assessment criteria 3.4. For 2.1, candidates could refer to evidence gathered in Unit 106 (Answer telephone calls from customers) assessment criteria 3.1. For 2.2, candidates could refer to evidence gathered in Unit 106 (Answer telephone calls from customers) assessment criteria 3.2. For 2.3, candidates could refer to evidence gathered in unit 106 (Answer telephone calls from customers) assessment criteria 2.3. Observation of performance where candidates ask customers questions, listen to their needs and exchange information using positive body language. Note-taking or telephone logs can be used as evidence but the candidate should not enclose any confidential customer information such as passwords or payment details. Confidential and/or product evidence can be seen by the assessor, their locations referenced and remain in the workplace. A diary of tasks performed accurately over time. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal/face communication. Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher.

	A well-planned guided discussion between the candidate and assessor (This could be digitally recorded).
1.2, 3.1, 3.2	Written question, workbook, assignment or candidate statement, guided discussion, written around the assessment criteria to test the knowledge.

Unit 126 Contribute to effective customer service

UAN:	**F/601/6079**
Level:	1
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help the learner to understand the factors that contribute to effective customer service.

Learning outcome
The learner will: 1. Know customer service terms and language.
Assessment criteria
The learner can: 1.1 define key customer service terms and language 1.2 describe the connections between customer service, customer expectations and customer satisfaction

Learning outcome
The learner will: 2. Know what contributes to good customer service in an organisation.
Assessment criteria
The learner can: 2.1 describe how company procedures contribute to good customer service 2.2 describe how good teamwork contributes to good customer service 2.3 describe the main points in a customer service process that influence customer satisfaction

Learning outcome
The learner will: 3. Be able to work effectively with colleagues in a customer service team
Assessment criteria
The learner can: 3.1 describe why friendliness and helpfulness are useful in customer service teamwork

3.2	describe the importance of not distracting colleagues when dealing with customers
3.3	identify what leads to effective team work
3.4	work effectively within a team when carrying out routine customer service tasks

Unit 126 Contribute to effective customer service

Supporting information

Evidence requirements

For **1.1** the candidate needs to define at least **five** of the key customer service terms contained in the Glossary of Terms. They should also give **three** examples of customer service language used in order to introduce themselves, welcome the customer, enquire how they can help or thank the customer, for example, 'Do you need help with your packing?' 'Is there anything else I can help you with?' 'Sorry to keep you waiting?' Candidates could use standard greetings implemented by their organisations. Customer service language should be positive, delivered with the appropriate tone and positive body language and use phrases in order to make sure every contact with the customer counts.

For **1.2** the candidate should describe that customer service can make or break every customer interaction. They should explain that by delivering a good level of customer service they can meet the customer's expectations and satisfy the customer's needs. This helps to retain the customer's business, maintains a good organisational reputation, sets them apart from their competitors and attracts new customers.

For **2.1** the candidate must describe how important it is to follow company procedures in order to provide a consistent level of customer service. They should consider how procedures in place provide guidance on how to conduct business, what they can do for the customer, explain the customer's rights and are a source of information for the team and the customer.

For **2.2** the candidate must describe how good teamwork contributes to effective customer service. (T.E.A.M – Together, Everyone Achieves More). They should consider agreeing common goals, supporting each other, using open communication styles, showing mutual respect, each knowing their role and where they fit in, team commitment to improving performance, all being team players.

For **2.3** the candidate needs to describe the main points in a customer service process that affect whether the customer is satisfied. This should include identifying the customer's need, searching for information on product or services and giving the customer options.

For **3.1** the candidate should describe why being friendly and helpful to colleagues is useful in a customer service team, for example so that colleagues communicate better, support and respect each other, work well together and create a pleasant and enjoyable working environment.

For **3.2** the candidate must describe why it is important not to distract colleagues when dealing with customers. If distracted colleagues are not able to focus on the needs of the customer, they can seem disinterested which can create a bad customer service experience.

For **3.3** the candidate needs to identify what elements lead to effective team-work. They should consider having agreed common goals, supporting and making time for each other, using helpful and open communication techniques, showing mutual respect to all levels of customer service employees, listening to each other's opinions and suggestions, recognising and appreciating each other's role and all the team committing to improve performance.

For **3.4** the candidate must demonstrate that on **two** occasions, they have worked effectively within a customer service team carrying out routine customer service tasks. This must show what they have done, who they have involved, the procedures they may have followed and how they communicated. Routine customer service tasks could include sorting through mail, responding to product or service enquiries, checking availability, communicating special offers, passing on information to colleagues, processing payments, updating customer service information or agreeing delivery.

Outcome	Possible forms of evidence
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Written questions, workbook, well-planned discussion, assignment or candidate statement, written around the assessment criteria to test the knowledge. For assessment criteria 1.1, please refer to the Glossary of Terms for customer service language. Please also refer to **www.instituteofcustomerservice.com** For assessment criteria 2.3, candidates should refer to unit 109 (The customer service experience) assessment criteria 1.2 for guidance.
3.4	Observation of working effectively within a team carrying out customer service tasks. A diary of tasks performed accurately over time. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal, written or face-to-face communication. Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher. A well-planned guided discussion between the candidate and assessor (This could be digitally recorded).

Unit 127 The customer service experience

UAN:	**T/601/6080**
Level:	1
Credit value:	2
GLH:	20
Aim:	This unit about helping the learner to understand the customer service model by relating it to personal experience.

Learning outcome
The learner will: 1. Know about the customer service experience.
Assessment criteria
The learner can: 1.1 describe customer service situations 1.2 describe steps in a customer service process 1.3 describe the feelings of being a customer at different stages of the customer service process

Learning outcome
The learner will: 2. Know how customer satisfaction is achieved.
Assessment criteria
The learner can: 2.1 describe the link between customer expectations and customer satisfaction 2.2 describe service delivery that provides customer satisfaction 2.3 describe customer service that does not meet customer expectations and the reasons why

Learning outcome
The learner will: 3. Be able to demonstrate a positive attitude when dealing with customers.
Assessment criteria
The learner can: 3.1 demonstrate willingness when dealing with customers 3.2 speak clearly to customers and put them at their ease in different situations 3.3 recognise customer feelings and establish a rapport with them 3.4 show respect to customers 3.5 show reliability to customers

Unit 127 The customer service experience

Supporting information

Evidence requirements

For **1.1** the candidate must describe **four** different customer service situations. These could be on the telephone or face-to-face. It could also involve internal or external customers. The candidate could use their own positive or negative experiences as a customer when describing these customer service situations.

For **1.2** the candidate must describe the steps of the customer service process explaining each stage followed from:

- Identifying the customer's need – what they require, by when, gathering information through questioning
- Searching for information or product/service specifications – researching choices or options, looking for solutions
- Giving the customer options – offering choices to meet the desired outcome, dealing with requests or queries
- Confirming the customer's decision – selecting a product or service or a solution to the request or query
- Ensuring the customer is satisfied – meeting the desired outcome, offering alternatives or follow ups when customer satisfaction is not achieved

For **1.3** the candidate needs to describe how the customer feels at each of the above five stages of the customer service process. This could include being confused at the beginning until they have received further explanations on the product or service to being happy with the final product or service completed on time.

For **2.1** the candidate must explain customers expect a certain level of service and by delivering a good level of customer service, they can meet the customer's expectations and satisfy the customer's needs. This helps to retain the customer's business, maintains a good organisational reputation and sets them apart from their competitors.

For **2.2** the candidate must describe **three** elements of service delivery which contribute to the customer being satisfied. This could include their query being answered effectively, a prompt service being received, problems resolved swiftly and positively, service is easy to use, the staff are knowledgeable and helpful. The candidate could use their own positive experiences as a customer.

For **2.3** the candidate must describe **three** negative areas of customer service which contribute to customers not being satisfied. This could include long delays, staff being unavailable, unhelpful or lacking knowledge, incorrect product or price information, additional costs added

on, confusing jargon, products or services advertised are not available, or misleading advertisements. The candidate could use their own negative experiences as a customer.

For **3.1** the candidate must show how they dealt with **three** customers enthusiastically and helpfully. This could be face to face or on the telephone, providing a service for internal or external customers.

For **3.2** the candidate must speak clearly, politely and professionally to the **three** customers dealt with in 3.1 showing that they have used appropriate language ('How can I help you?'), adopted a professional and helpful tone and positive body language (e.g. smiling and retaining eye contact). They should not use jargon and must demonstrate dealing with customers with different requests in various situations.

For **3.3** the candidate must recognise when customers are happy, upset, confused and angry and demonstrate how they have developed a rapport with customers by showing interest in the customer, using their name as appropriate, etc. They should consider how they empathise, thank the customer and apologise to them when things go wrong.

For **3.4** the candidate must demonstrate how they have showed respect to the **three** customers identified in 3.2 by using the customers' names professionally, listening and/or empathising with their requests, treating customers the same, paying attention to their needs, using a polite tone and appropriate language, asking questions to gain confirmation or clarification, being non-confrontational and thanking the customer.

For **3.5** the candidate must show how they have been reliable and helpful to the **three** customers identified in 3.4 by demonstrating that they have met the customer's needs, delivered the service reliably, met the deadlines or timescales agreed and provided the customer with the information, product or service when agreed.

Outcome	Possible forms of evidence
3.1, 3.2, 3.3, 3.4, 3.5	Candidates could use evidence gathered in Units 105 and 110; full explanations of the criteria is explained below: For 2.2 Candidates could use evidence gathered in Unit 105 (Working in customer service) assessment criteria 2.2. For 2.3 Candidates could use evidence gathered in Unit 110 (Work in a customer-friendly way) assessment criteria 3.1. For 3.1 Candidates could use evidence gathered in Unit 110 (Work in a customer-friendly way) assessment criteria 1.5. 3.2 Candidates could use evidence gathered in Unit 110 (Work in a customer-friendly way) assessment criteria 1.2. 3.3 Candidates could use evidence gathered in Unit 110 (Work in a customer-friendly way) assessment criteria 2.1 and 2.2. Observation of performance demonstrating how the candidate demonstrates a positive attitude when dealing with customers.

	Work products such as emails, messages they have written and responded to and other written communication carried out for the customer by the candidate. Confidential and/or product evidence can be seen by the assessor; their locations referenced and remain in the workplace. A diary of tasks performed accurately over time. Witness testimony from the teacher or a reliable person in the workplace confirming candidate actions and/or confirmation of verbal or face-to-face communication.
1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher. A well-planned guided discussion between the candidate and assessor (This could be digitally recorded). Written questions, workbook, well-planned discussion, assignment or candidate statement, written around the assessment criteria to test the knowledge. Stages of the customer service process: **www.instituteofcustomerservice.com**

Retail Units

The following section contains the content of the retail units.

Unit 128 Understanding the business of retail

UAN:	**A/502/5756**
Level:	1
Credit value:	1
GLH:	8
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of the retail sector. It introduces learners to the supply chain and different types of retail outlets and occupations found within the sector.

Learning outcome
The learner will: 1. Understand how retail outlets differ in size and type.
Assessment criteria
The learner can: 1.1 list the different **retail channels** and state the main **features** of each one 1.2 identify the **sizes** and **types** of retail outlets typically found in a variety of retail locations such as high streets or retail business parks

Range
Retail channels High street stores, independents, show rooms, buying on-line, mobile technology, catalogues, market stalls, kiosks, large warehouses and television shopping. **Features** Convenience, immediate purchase, delayed purchase, price, quantity/bulk purchases and choice. **Sizes** Small, medium, large, large sites and retailers. **Types** Department stores, independents, chains, food outlets, clothing, DIY, electrical and charity.

Learning outcome
The learner will: 2. Understand the range of retail occupations.
Assessment criteria

The learner can:

2.1 state how **retail occupations** differ between small, medium and large retail businesses

2.2 identify the usual **entry points** and **progression** opportunities for a variety of retail occupations

2.3 outline the **skills**, **personal attributes** and **behaviours** required for a range of retail occupations

Range

Retail occupations

Sales floor, stockroom/warehouse operative, team leader, supervisor, manager, owner manager, senior manager and director.

Entry points

Trainee, sales assistant, supervisor/team leader, graduate and management.

Progression

Qualifications, training and experience.

Skills

Customer service, sales, payment handling, merchandising, managing and good communication.

Personal attributes

Personal appearance, positive attitude and approachable.

Behaviours

Honesty, professional, courteous and helpful.

Learning outcome

The learner will:

3. Understand the retail supply chain

Assessment criteria

The learner can:

3.1 list the **sources** from which retailers obtain **products**

3.2 outline the key stages of a **product's** journey through the supply chain

Range

Sources

Producers, manufacturers, distributors and wholesalers.

Products

Food - perishable and non-perishable, manufactured eg. electrical, fashion, large products.

Learning outcome

The learner will:

4. Understand the contribution which the retail sector makes to the economy of the United Kingdom

Assessment criteria

The learner can:

4.1 outline the size of the retail sector using information such as:

a. the number of people employed
b. the number of retail businesses
c. the amount of money spent by customers every year

Learning outcome
The learner will: 5. Understand how customers' concerns influence the products and services offered by retailers
Assessment criteria
The learner can: 5.1 outline **environmental issues** of concern to retail customers 5.2 outline **ethical issues** of concern to retail customers 5.3 list the **main advantages** to retailers of being responsive to customers' environmental and ethical concerns

Range
Environmental issues Packaging and wrapping materials, location, fuel consumption, recycling and sustainability and organic. **Ethical Issues** Exploitation of labour, fair trade, GM products and political issues eg. boycotting. **Main advantages** Image, relationships and loyalty.

Unit 129 Understanding customer service in the retail sector

UAN:	**T/502/5819**
Level:	1
Credit value:	2
GLH:	17
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on the importance of communicating with customers and creating positive initial impressions. It also introduces learners to the different types of customer complaints and problems.

Learning outcome
The learner will: 1. Understand the importance of customer service to a retail business.
Assessment criteria
The learner can: 1.1 state what is meant by customer service in a retail business 1.2 outline how customer service contributes to the success of a retail business

Learning outcome
The learner will: 2. Understand what gives customers a positive initial impression of a retail business and its staff.
Assessment criteria
The learner can: 2.1 outline the **factors** which contribute to a customer's initial impression of a retail business 2.2 outline how the **staff** of a retail business can help to give customers a positive initial impression

Range
Factors Housekeeping, displays and promotions, cleanliness, staff appearance, prices, atmosphere and environment. **Staff** Approachability, appearance, cleanliness, helpfulness, observant and body language.

Learning outcome
The learner will: 3. Understand how customer service is adapted to meet the needs of individual customers.
Assessment criteria
The learner can: 3.1 list the **types of service** which customers may need, including help with gaining access to products, facilities and information 3.2 list the main **ways of meeting** customers' needs for service, including ways of giving customers access to products, facilities and information

Range
Types of service After sales services, deliveries, location of products, credit and disability access. **Ways of meeting** Well trained staff, information boards, helpdesks, help lines, web-pages, store layouts and locators.

Learning outcome
The learner will: 4. Understand the importance of communication to the delivery of customer service.
Assessment criteria
The learner can: 4.1 outline how written communication can contribute to the effectiveness of customer service 4.2 outline how **spoken communication and body language** can contribute to the effectiveness of customer service 4.3 state how different **types of questions** can be used to find out what customers need 4.4 state why it is important to listen to customers

Range
Spoken communication and body language Engaging with customers through questioning and listening, posture and eye contact. **Types of questions** Open and closed.

Learning outcome
The learner will: 5. Understand a variety of customer complaints and problems.
Assessment criteria
The learner can: 5.1 list the **main types** of customer complaints and problems

5.2 identify **solutions** to typical customer complaints and problems 5.3 outline the ways in which the **law** protects the rights of consumers

Range
Main types Products, service, access, safety and security. **Solutions** Replacements, refunds, apologies, incentives and the removal of safety or security risk. **Law** Health and safety, equality, consumer eg. Sale of Goods Act, age restriction.

Unit 130 Understanding how a retail business maintains health, safety and security on its premises

UAN:	**M/502/5804**
Level:	1
Credit value:	2
GLH:	15
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of maintaining security as well as health and safety on retail premises. It introduces learners to the relevant legislation and provides an overview of different procedures for maintaining health and safety, and security.

Learning outcome
The learner will: 1. Know the main provisions of health and safety legislation in relation to a retail business.
Assessment criteria
The learner can: 1.1 state the role of employees and employers in relation to **relevant health and safety legislation** 1.2 state when and why the control of substances hazardous to health is important 1.3 state **where to find information** on company health and safety policies

Range
Relevant health and safety legislation HASAW, manual handling, RIDDOR and COSHH. **Where to find information** Procedures manuals, notice boards, handbooks and intranet.

Learning outcome
The learner will: 2. Know how health and safety are maintained on the premises of a retail business
Assessment criteria
The learner can:

2.1 list the **risks and hazards** which commonly occur on the premises of a retail business
2.2 outline **precautions to reduce** the risk of accidents
2.3 outline precautions to reduce the risk of fire
2.4 list the main types of fire extinguisher and the materials each should be used on
2.5 outline procedures for the safe manual lifting and moving of stock
2.6 state why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business

Range

Risks and hazards

Risks – trips, slips and falls, cuts, burns and spills Hazards – fire, poor housekeeping and misconduct.

Precautions to reduce

Risk assessments, good housekeeping and staff training.

Learning outcome

The learner will:

3. Know how cash and stock are kept secure on the premises of a retail business.

Assessment criteria

The learner can:

3.1 list the main **causes of stock loss**
3.2 list the different **types of shop theft** and **where** and when each type typically occurs
3.3 list the **methods of payment** typically accepted in retail outlets
3.4 outline the main **ways of preventing loss** when handling payments
3.5 outline the **main checks** for maintaining the security of cash and non-cash payments

Range

Causes of stock loss

Employees and public theft, wastage and shrinkage.

Types of shop theft

Shoplifting, burglary, fraud, till snatches and loss of money and property.

Where

Shop floor, stockroom/warehouse, staff rest areas and payment points.

Methods of payment

Cash, debit and credit cards, luncheon vouchers, cheques and gift cards.

Ways of preventing loss

Securing cash regularly, checking signatures, valid dates, security codes, asking for ID and vigilance.

Main checks

Regular pick ups of payments, cash register ready and using company procedures.

Unit 131 Understanding the retail selling process

UAN:	**T/502/5805**
Level:	1
Credit value:	2
GLH:	13
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of selling within a retail environment. It introduces learners to the selling process and the purpose of product information.

Learning outcome
The learner will: 1. Understand the selling process
Assessment criteria
The learner can: 1.1 identify the **key steps** of the selling process 1.2 outline the **key skills and qualities** required of successful sales staff

Range
Key steps Approach, identify needs, explain features and benefits, overcome objections, closing the sale and acknowledging. **Key skills and qualities** Communication (questioning and listening), product and services knowledge, approachable, helpful and patient.

Learning outcome
The learner will: 2. Understand how to find out what the customer wants
Assessment criteria
The learner can: 2.1 state when and how to acknowledge, greet and approach customers 2.2 state how to find out what customers want

Learning outcome
The learner will: 3. Understand how product information can be used to promote sales
Assessment criteria
The learner can: 3.1 list **common concerns** a customer may have when buying a product 3.2 state how providing information about the product can increase its attractiveness to the customer 3.3 describe the difference between the features and benefits of products 3.4 identify **basic rules** for demonstrating products to customers 3.5 state **where to obtain** different types of product information

Range
Common concerns Price, after-sales services, quality, size, quantity, returns policy, guarantees and warranties. **Basic rules** Safety, security, space and resources eg. power and costs. **Where to obtain** Packaging, suppliers and manufacturers instructions, demonstrations and training events and research eg. internet.

Unit 132 Understanding how individuals and teams contribute to the effectiveness of a retail business

UAN:	**R/502/5780**
Level:	1
Credit value:	2
GLH:	15
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of how individuals and teams contribute to the effectiveness of retail businesses as well as introduce learners to the main functions of employment law. The unit covers the effective characteristics of team building and the activities which can be used for improving the skills and performance of individuals.

Learning outcome
The learner will: 1. Know the key employment rights and responsibilities of employees and the employer.
Assessment criteria
The learner can: 1.1 state the **purpose** of a contract of employment 1.2 list the main **content** typically included in a contract of employment 1.3 outline the **actions** which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment 1.4 identify the **legislation** which protects individuals from harassment and discrimination.

Range
Purpose Comply with law, safeguarding employer and employee and clarification for employees. **Content** Job title, conditions of employment (eg. hours, sickness, holiday, location), probationary period and notice required.

Actions

Individual – grievance, tribunals and court action.

Employer – disciplinary procedure and dismissal.

Legislation

All legislation relating to equality.

Learning outcome
The learner will: 2. Know the characteristics of effective team working in retail business.
Assessment criteria
The learner can: 2.1 state the benefits to individual employees, and to the retail business as a whole, of working in teams 2.2 identify different roles and levels of responsibility within retail teams 2.3 list the typical characteristics of effective and ineffective teams 2.4 list different techniques for communicating effectively with a team

Range
Benefits Individual – morale and spreading the workload. Business – efficiency, effectiveness, maintain and increase profits. **Roles and levels** Shop floor, stockroom/warehouse operatives, team leader, supervisor, management. **Characteristics** Effective – supportive, empathetic, communicative and working together. Ineffective – unsupportive, conflicting/rivalry and poor communicators. **Techniques** Verbal – meetings and briefings. Written – instructions, visual aids and minutes of meetings.

Learning outcome
The learner will: 3. Understand a range of activities for improving own skills and performance
Assessment criteria
The learner can: 3.1 state the benefits to the retail business of improving employees' skills and performance 3.2 state why it is important for employees to identify own strengths and development needs 3.3 list the different methods for reviewing and improving the performance and skills of individual employees

Range

Purpose

Comply with law, safeguarding employer and employee and clarification for employees.

Content

Job title, conditions of employment (eg. hours, sickness, holiday, location), probationary period and notice required.

Actions

Individual – grievance, tribunals and court action.

Employer – disciplinary procedure and dismissal.

Legislation

All legislation relating to equality.

Unit 133 Understanding the control, handling and replenishment of stock in a retail business

UAN:	**J/502/5808**
Level:	1
Credit value:	2
GLH:	11
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedures for replenishing, moving, handling and storing stock within retail businesses.

Learning outcome
The learner will: 1. Understand the principles of stock control.
Assessment criteria
The learner can: 1.1 state the main purposes of stock control systems 1.2 describe he key features of a stock control system 1.3 identify the technology that can be used in stock control 1.4 list the benefits of effective stock control

Learning outcome
The learner will: 2. Understand how to move, handle and store stock.
Assessment criteria
The learner can: 2.1 identify the different techniques and methods for moving stock, including how it is kept secure 2.2 identify the different techniques and methods for handling stock, including how it is kept secure 2.3 identify the different techniques and methods for storing stock, including how it is kept secure 2.4 state where, and in what conditions, different types of stock should be stored 2.5 identify procedures for dealing with the removal of waste 2.6 state why it is important to follow procedures for dealing with the removal of waste.

Learning outcome
The learner will:

3. Understand procedures for replenishing stock.
Assessment criteria
The learner can: 3.1 outline the procedures for replenishing stock on display 3.2 state why accurate pricing and ticketing of stock is important.

Unit 201 Understanding retail consumer law

UAN:	**D/502/5801**
Level:	2
Credit value:	2
GLH:	11
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of legislation relevant to consumers. It covers acts such as Trade Description and Data Protection, as well as legislation for consumer credit and the provision of licensed and age-restricted products.

Learning outcome
The learner will: 1. Understand how consumer legislation protects the rights of customers.
Assessment criteria
The learner can: 1.1 state the purpose of consumer legislation in relation to retail 1.2 describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality

Learning outcome
The learner will: 2. Know the main provisions for the protection of consumers from unfair trading practices.
Assessment criteria
The learner can: 2.1 describe the provisions in place to protect consumers from unfair trading practices 2.2 describe retail employees' responsibilities in ensuring fair trading practices

Learning outcome
The learner will: 3. Know the main provisions of consumer credit legislation in relation to retail.
Assessment criteria
The learner can:

3.1 describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers

Learning outcome
The learner will: 4. Know the main provisions of data protection legislation in relation to retail.
Assessment criteria
The learner can: 4.1 describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation

Learning outcome
The learner will: 5. Know the main provisions of the law relating to the sale of licensed and age-restricted products.
Assessment criteria
The learner can: 5.1 identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods 5.2 identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods

Learning outcome
The learner will: 6. Understand the consequences for businesses and employees of contravening retail law
Assessment criteria
The learner can: 6.1 describe the legal consequences for businesses and employees of contravening retail law 6.2 describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law

Unit 202 Understanding the handling of customer payments in a retail business

UAN:	**H/502/5797**
Level:	2
Credit value:	2
GLH:	8
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of the cashier's responsibilities in terms of processing payments at the payment point within retail businesses.

Learning outcome
The learner will: 1. Know the methods of payment accepted from retail customers.
Assessment criteria
The learner can: 1.1 list the methods of payment typically accepted by retail businesses and describe how each is processed

Learning outcome
The learner will: 2. Understand the risks involved in handling payments.
Assessment criteria
The learner can: 2.1 describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses 2.2 identify the security risks that may arise when handling payments

Learning outcome
The learner will: 3. Understand the cashier's responsibility for providing service at the payment point
Assessment criteria
The learner can: 3.1 outline the cashier's key responsibilities for serving customers at the payment point 3.2 identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these

3.3 describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping 3.4 describe how the cashier can help to promote additional sales at the payment point

Learning outcome
The learner will: 4. Understand the cashier's responsibilities when processing age-restricted goods at the payment point
Assessment criteria
The learner can: 4.1 list the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law 4.2 state the consequences for the cashier and the business if legal age restrictions are not complied with 4.3 describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with

Employability Units

The following section contains the content of the employability units.

Unit 005 Attitudes and values for personal development

UAN:	**T/505/4642**
Level:	E3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to help the learner understand the importance of personal attitudes and values. The learner will be assisted to recognise and build on personal strengths.

Learning outcome
The learner will: 1. Understand the importance of personal attitudes and values.
Assessment criteria
The learner can: 1.1 state what an attitude is 1.2 state what a value is 1.3 state the importance of own and others values 1.4 identify own values and attitudes 1.5 state how values and attitudes can influence personal success.

Learning outcome
The learner will: 2. Understand how to develop personal strengths.
Assessment criteria
The learner can: 2.1 state the importance of adaptability and flexibility 2.2 state the importance of motivation 2.3 state the importance of commitment 2.4 state the importance of resilience 2.5 review own personal strengths 2.6 create an action plan to develop **personal strengths**.

Range
Personal strengths – adaptability, flexibility, motivation, commitment, resilience.

Unit 005 Attitudes and values for personal development

Supporting information

Evidence requirements

Evidence for 1.3 to 1.5 could be a candidate statement. This may be given orally or in writing.

Guidance

For criterion 1.1 the learner needs to state what an attitude is. They can define or explain this orally or in writing.

For 1.2 the learner needs to state what a value is. They can define or explain this orally or in writing.

For 1.3 the learner needs to state the importance of own and others' values. The learner should recognise that people may have different values and that values are important to people.

For 1.4 the learner needs to identify some of their own values and attitudes. These can be positive and negative.

For 1.5 the learner needs to state how values and attitudes can influence personal success. The learner may benefit from considering their own values and attitudes, as identified in 1.4, and how these can influence their own personal success.

For criterion 2.1 the learner needs to state the importance of adaptability and flexibility. They could give an example, eg be able to respond appropriately to changing circumstance, and say why this is important for learning or work.

For 2.2 the learner needs to state the importance of motivation in relation to learning or work. They could give an example and say why this is important for learning or work.

For 2.3 the learner needs to state the importance of commitment for learning or work. They could give an example and say why this is important for learning or work.

For 2.4 the learner needs to state the importance of resilience. They could give an example and say why this is important for learning or work.

For 2.5 the learner needs to review their own personal strengths with an appropriate person. Although this should be a positive exercise, the learner should identify at least two areas for improvement.

For 2.6 the learner needs to create an action plan to develop their personal strengths identified in 2.5. The plan should be achievable and be agreed with an appropriate person.

Unit 006 Conduct at work

UAN:	**J/505/4645**
Level:	E3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.

Learning outcome
The learner will: 1. Know about appropriate conduct for the workplace.
Assessment criteria
The learner can: 1.1 identify different kinds of **appropriate** conduct in the workplace 1.2 identify **inappropriate** conduct in the workplace.

Range
Appropriate – polite, respectful, reliable, demonstration of compliance with organisational policies. **Inappropriate** – impolite, disrespectful, unreliable, non-compliance with organisational policies.

Learning outcome
The learner will: 2. Be able to demonstrate good conduct.
Assessment criteria
The learner can: 2.1 interact appropriately with colleagues 2.2 dress appropriately for work 2.3 demonstrate conduct suitable for job role 2.4 demonstrate good timekeeping and attendance.

Learning outcome
The learner will: 3. Be able to carry out a review of own conduct.
Assessment criteria
The learner can:

3.1 identify an aspect of own conduct that went well 3.2 identify an aspect of own conduct that did not go so well 3.3 suggest an action point for improvement in own conduct.

Unit 006 Conduct at work

Supporting information

Evidence requirements

Evidence for 2.1 to 2.4 is likely to be a witness or assessor statement.

Guidance

For criterion 1.1 the learner needs to identify at least two different kinds of **appropriate** conduct in the workplace. Evidence can be given orally or in writing.

For 1.2 the learner needs to identify at least two different kinds of **inappropriate** conduct in the workplace. Evidence can be given orally or in writing.

For criterion 2.1 the learner needs to interact appropriately with colleagues.

For 2.2 the learner needs to dress appropriately for a particular work situation

For 2.3 the learner needs to demonstrate conduct suitable for the job role

For 2.4 the learner needs to demonstrate good timekeeping and attendance. This is likely to be over at least one month but may be over a shorter period of time depending on the placement.

Unit 007 Effective communication

UAN:	**Y/505/4648**
Level:	E3
Credit value:	2
GLH:	11
Aim:	The aim of this unit is to help the learner understand what effective communication is and why it is important. The learner will consider a range of behaviours and different types of feedback.

Learning outcome
The learner will: 1. Understand why effective communication is important.
Assessment criteria
The learner can: 1.1 state why effective communication is important 1.2 give examples of positive communication and body language 1.3 give examples of appropriate and inappropriate verbal communication 1.4 give examples of appropriate and inappropriate non-verbal communication.

Range
Appropriate verbal communication – speaking calmly and clearly appropriate and positive language, active listening. **Inappropriate verbal communication** – shouting, swearing, negative language, abusive, derogatory. **Appropriate non-verbal communication** – positive facial expressions, shaking hands, open body language. **Inappropriate non-verbal communication** – negative facial expressions, not shaking hands, closed body language.

Learning outcome
The learner will: 2. Understand the difference between confident, aggressive, passive and assertive behavior.
Assessment criteria
The learner can: 2.1 list examples of confident behaviour 2.2 list examples of aggressive behaviour 2.3 list examples of passive behaviour 2.4 list examples of assertive behaviour

2.5 state the difference between confident, aggressive, passive and assertive behaviour.

Learning outcome
The learner will: 3. Know the difference between positive and negative feedback.
Assessment criteria
The learner can: 3.1 give an example of positive feedback 3.2 give an example of negative feedback.

Unit 007 Effective communication

Supporting information

Evidence requirements

For outcome 1.1evidence may be a learner statement or assessor record.

For 1.2 Evidence may be a learner statement, pictures chosen from a range (eg newspapaper) or assessor record. The learner needs to give at least two examples of positive communication and body language.

For 1.3 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate verbal communication** Evidence may be a learner statement or assessor record.

For 1.4 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate non-verbal communication.** Evidence may be a learner statement, pictures chosen from a range (eg newspapaper) or assessor record.

For criterion 2.1 the learner needs to list at three examples of confident behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.2 the learner needs to list at three examples of aggressive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.3 the learner needs to list at three examples of passive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.4 the learner needs to list at three examples of assertive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

Evidence for 2.1 to 2.5 could be a learner statement.

For criterion 3.1 the learner needs to give an example of positive feedback. This can be their own behaviour or the behaviour of others eg a video clip showing different feedback could be used.

For 3.2 the learner needs to give an example of negative feedback. This can be their own behaviour or the behaviour of others eg a video clip showing different feedback could be used.

Evidence for 3.1 and 3.2 could be a learner statement.

Guidance

For criterion 1.1 the learner needs to state why effective communication is important. Communication refers to spoken and non-spoken communication such as body language.

Unit 008 Effective speaking for the workplace

UAN:	**R/505/4650**
Level:	E3
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation.

Learning outcome
The learner will: 1. Know why it is important to speak effectively at work.
Assessment criteria
The learner can: 1.1 describe why it is important to speak effectively in the workplace 1.2 describe why confidence is important to speaking effectively in workplace.

Learning outcome
The learner will: 2. Be able to use language appropriate to a face to face situation in the workplace.
Assessment criteria
The learner can: 2.1 describe the difference between **formal** and **informal language** 2.2 speak formally or informally as appropriate to the situation 2.3 identify ways to show politeness when speaking to others in the workplace 2.4 state the importance of positive body language in a face to face situation.

Range
Formal language – structured, addressing people correctly. **Informal language** – using slang.

Learning outcome

The learner will: 3. Be able to make and receive a telephone call in the workplace.
Assessment criteria
The learner can: 3.1 identify the differences between a face to face and telephone conversation 3.2 suggest ways to address some of the differences 3.3 make a formal telephone call 3.4 answer a telephone call in the workplace.

Learning outcome
The learner will: 4. Be able to contribute to conversations and discussions in the workplace.
Assessment criteria
The learner can: 4.1 make relevant comments and suggestions 4.2 ask and answer straightforward questions 4.3 volunteer positive ideas and opinions.

Unit 008 Effective speaking for the workplace

Supporting information

Evidence requirements

For 2.2 Evidence could be a witness statement.

For 3.1 Evidence can be given orally or in writing.

For 3.3 and 3.4 Evidence is likely to be an assessor or witness statement and may include an audio recording.

For criterion 4.1 the learner needs to take part in at least one conversation or discussion in the workplace and make at least one relevant comment and at least one suggestion.

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For 4.2 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to ask at least one straightforward question and answer at least one straightforward question.

For 4.3 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to volunteer at least one positive idea or opinion.

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Evidence for 4.1 to 4.3 is likely to be a witness or assessor statement.

Guidance

For criterion 1.1 the learner needs to describe why it is important to speak effectively in the workplace. This description can be given orally or in writing.

For 1.2 the learner needs to describe why confidence is important to speaking effectively in workplace. This description can be given orally or in writing.

For criterion 2.1 the learner needs to describe the difference between **formal** and **informal language.** This description can be given orally or in writing.

For 2.2 the learner needs to speak formally or informally as appropriate to the situation. The learner needs to use language appropriate for a face to face situation.

For 2.3 the learner needs to identify ways to show politeness when speaking to others in the workplace. The learner can refer to their own performance in 2.2 or give other examples.

For 2.4 the learner needs to state the importance of positive body language in a face to face situation. The learner can refer to their own performance in 2.2 in their statement or give other examples.

For criterion 3.1 the learner needs to identify at least two differences between a face to face and telephone conversation.

For 3.2 the learner needs to suggest ways to address at least two of the differences identified in 3.1

For 3.3 the learner needs to make a formal telephone call suitable for a workplace setting.

For 3.4 the learner needs to answer a telephone call in a workplace setting.

Unit 009 Effective written communication for the workplace

UAN:	**Y/505/4651**
Level:	E3
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner understand why effective written communication is important and when different types of written communication could be used. The learner will prepare a range of written communications.

Learning outcome
The learner will: 1. Understand different types of written communication.
Assessment criteria
The learner can: 1.1 identify different types of written communication 1.2 state the different situations where formal and informal written communication could be used.

Learning outcome
The learner will: 2. Understand why effective written communication is important.
Assessment criteria
The learner can: 2.1 state why effective written communication is important 2.2 give examples of appropriate and inappropriate written language.

Range
Appropriate written language – suitable format, structured, addressing people correctly. **Inappropriate written language** – using slang, too informal for the situation.

Learning outcome

The learner will: 3. Be able to send a written communication for the workplace.
Assessment criteria
The learner can: 3.1 send a formal written communication 3.2 send an informal written communication 3.3 answer a written communication.

Unit 009 Effective written communication for the workplace

Supporting information

Evidence requirements

For criterion 1.1 the learner needs to identify at least three different types of written communication. Evidence could be a list or examples of the different types.

For 1.2 the learner needs to state at least two situations where formal communication could be used and two situations where informal written communication could be used. Evidence could be a list or examples of the different types.

For 2.2 the learner needs to give examples of **appropriate** and **inappropriate written language**. This could be a list or examples of the different types.

Guidance

For criterion 2.1 the learner needs to state why effective written communication is important. This can be orally or in writing.

For criterion 3.1 the learner needs to prepare a formal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a written letter of application or an email to a company to complain about late delivery.

For 3.2 the learner needs to prepare an informal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a note or email for a colleague.

For 3.3 the learner needs to prepare an answer to a written communication for the workplace. This can be in handwriting or using ICT. This could be a reply to a formal or informal communication.

For outcome 3 the written communication should be appropriate to the situation and learners should check their spelling, punctuation and grammar. One or two mistakes are acceptable as long as the meaning is clear.

Unit 010 Prioritising and completing tasks

UAN:	**M/505/4655**
Level:	E3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to help the learner to prioritise and complete straightforward tasks and review own progress.

Learning outcome
The learner will: 1. Be able to prioritise tasks at work.
Assessment criteria
The learner can: 1.1 identify tasks which need to be prioritised 1.2 give a reason why these tasks are important to complete 1.3 use an appropriate method to prioritise identified tasks 1.4 list the tasks in order of priority 1.5 give a reason for the order of priority.

Learning outcome
The learner will: 2. Be able to complete straightforward work related tasks.
Assessment criteria
The learner can: 2.1 use the priority list to carry out the tasks 2.2 identify whether the tasks have been completed successfully.

Unit 010 Prioritising and completing tasks

Supporting information

Evidence requirements

For criterion 1.1 the learner needs to identify at least three tasks which need to be prioritised in a work situation.

For 1.2 the learner needs to give a reason why these tasks in 1.1 are important to complete.

For 1.5 the learner needs to give a reason for their chosen order of priority in 1.4.

Evidence for 1.1 to 1.5 could be a candidate statement. This may be given orally or in writing.

Guidance

For 1.3 the learner needs to use an appropriate method to prioritise the tasks identified in 1.1.

For 1.4 the learner needs to list the tasks from 1.1 in order of priority.

Unit 011 Personal presentation and hygiene

UAN:	**T/505/4656**
Level:	E3
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation.

Learning outcome
The learner will: 1. Understand the importance of personal hygiene.
Assessment criteria
The learner can: 1.1 identify what makes up a good **personal hygiene** routine 1.2 state why good personal hygiene is important 1.3 state the negative social effects of poor personal hygiene 1.4 identify the health risks associated with poor personal hygiene.

Range
Personal hygiene – bathing, using deodorants, brushing teeth, hand washing.

Learning outcome
The learner will: 2. Understand the importance of personal presentation.
Assessment criteria
The learner can: 2.1 identify what is meant by good personal presentation 2.2 state why good personal presentation is important 2.3 state the negative effects of poor personal presentation.

Range
Personal presentation – clean clothes, clean shoes.

Unit 011 Personal presentation and hygiene

Supporting information

Guidance

The learner needs to develop a clear understanding of personal hygiene. They need to take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For criterion 1.1 the learner needs to identify what makes up a good personal hygiene routine.

For 1.2 the learner needs to state why good personal hygiene is important.

For 1.3 the learner needs to state the negative social effects of poor personal hygiene.

For 1.4 the learner needs to identify the health risks associated with poor personal hygiene.

For criterion 2.1 the learner needs to identify what is meant by good personal presentation.

For 2.2 the learner needs to state why good personal presentation is important.

For 2.3 the learner needs to state the negative effects of poor personal presentation.

Unit 134 Applying for a job

UAN:	**D/505/4652**
Level:	1
Credit value:	2
GLH:	16
Aim:	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

Learning outcome
The learner will: 1. Know different methods of applying for jobs.
Assessment criteria
The learner can: 1.1 identify the different types of job applications 1.2 identify the different methods for job applications

Range
Methods – online, paper based, agency, telephone, in person, video.

Learning outcome
The learner will: 2. Be able to apply for a job
Assessment criteria
The learner can: 2.1 identify the information needed to apply for a job 2.2 present the information for a job application in different formats 2.3 draft a CV 2.4 describe how to apply for a job online

Range
Relevant information – National Insurance number, application form, covering letter, appropriate certificates, record of achievement. **Different formats** – online, paper based, video, CV.

Unit 134 Applying for a job

Supporting information

Guidance

For criterion 1.1 the learner needs to describe different methods of applying for a job.

For 1.2 the learner needs to describe when different methods of applying for a job are used.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application.

For criterion 2.1 the learner needs to identify the information needed to prepare a job application

For 2.2 the learner needs to describe formats and styles of presenting information in a job application.

For 2.3 the learner needs to assemble the relevant information for a job application.

For 2.4 the learner needs to prepare a curriculum vitae.

For 2.5 the learner needs to present the information for a job application in different formats.

Unit 135 Interview skills

UAN:	**K/505/4654**
Level:	1
Credit value:	3
GLH:	18
Aim:	The aim of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

Learning outcome
The learner will: 1. Know how to prepare for an interview.
Assessment criteria
The learner can: 1.1 research a. the company b. its values c. its impact on the community d. the job role 1.2 prepare answers to a given set of questions that are likely to be asked in the interview 1.3 prepare questions to ask in the interview based on research 1.4 describe different **interview techniques** 1.5 describe how to seek clarity from the interviewer about questions asked 1.6 collate any documents that may be asked for at interview 1.7 describe the route and means of transport to take to attend the interview on time.

Range
Interview techniques – individual, group, psychometric testing, presentations, skills test.

Learning outcome
The learner will: 2. Be able to present and perform well at an interview.
Assessment criteria
The learner can: 2.1 dress appropriately and display good personal hygiene for the interview 2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview 2.3 take part in a group interview activity 2.4 give clear, straightforward answers to the questions asked 2.5 prepare a short presentation for use at an interview.

Learning outcome
The learner will: 3. Be able to review own performance at an interview.
Assessment criteria
The learner can: 3.1 describe aspects of the interview that went well 3.2 describe one aspect of the interview that did not go well 3.3 plan actions to improve performance at future interviews.

Unit 135 Interview skills

Supporting information

Guidance

For criteria 1.1 the learner needs to prepare for a real or simulated job interview by researching the company.

For 1.2 the learner needs to prepare answers to a given set of questions that are likely to be asked in the interview.

For 1.3 the learner needs to prepare questions to ask in the interview based on research.

For 1.4 the learner needs to describe different interview techniques.

For 1.5 the learner needs to describe how to seek clarity from the interviewer about questions asked.

For 1.6 the learner needs to collate any documents that may be asked for interview.

For 1.7 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For criteria 2.1 to 2.4 the learner needs to take part in a real or simulated interview.

For criterion 2.5 this learner must prepare a short presentation 3-5 minutes and could be based on achievements, likes or based on what the employer has asked for.

For criteria 3.1 and 3.2 the leaner needs to review their performance during a real or simulated interview by considering what went well and what did not go well.

For 3.3 the learner needs to plan actions to improve performance at future interviews.

Unit 136 Searching for a job

UAN:	**A/505/4657**
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.

Learning outcome
The learner will: 1. Be able to research job opportunities.
Assessment criteria
The learner can: 1.1 describe different resources available to find out about job information 1.2 describe the roles and functions of organisations providing employment services 1.3 use resources to research job opportunities 1.4 describe how to sign up to different organisations' job alert systems.

Learning outcome
The learner will: 2. Be able identify suitable job vacancies.
Assessment criteria
The learner can: 2.1 list the key elements of job adverts 2.2 extract relevant information from job adverts 2.3 match personal skills and requirements to job vacancies.

Unit 136 Searching for a job

Supporting information

Guidance

For criterion 1.1 the learner needs to describe different resources available to them to find out about job information this could include: recruitment agencies, job centres, company websites, direct contact with a company.

For 1.2 the learner needs to describe the roles and functions of organisations providing employment services.

For 1.3 the learner needs to use resources to research job opportunities.

For 1.4 the learner needs to describe how to sign up to different organisations' job alert systems.

Jobs could be local, national, global.

For criteria 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.

Unit 137 Career progression

UAN:	**F/505/4658**
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.

Learning outcome
The learner will: 1. Understand the importance of career progression.
Assessment criteria
The learner can: 1.1 explain the importance of career progression.

Learning outcome
The learner will: 2. Understand information, advice and guidance available for career progression.
Assessment criteria
The learner can: 2.1 identify sources of career progression information, advice and guidance 2.2 identify different career, course and training options from available sources of information, advice and guidance.

Learning outcome
The learner will: 3. Understand skills and qualities needed to progress a career.
Assessment criteria
The learner can: 3.1 list **transferable skills**, qualities and experience required to develop a career 3.2 review own **transferable skills**, qualities and experience 3.3 identify areas of work or study that might be best suited to own **transferable skills**, qualities or experience.

Range
Transferrable skills – are the skills that can be used across a range of different jobs and industries eg communications, numeracy, ICT, good time management.

Learning outcome
The learner will: 4. Be able to plan for career progression.
Assessment criteria
The learner can: 4.1 identify short-term goals that will help with career progression 4.2 develop a career progression plan.

Unit 137 Career progression

Supporting information

Guidance

For criterion 1.1 the learner needs to explain the importance of career progression.

For criterion 2.1 the learner needs to identify where to find information, advice and guidance about career progression.

For 2.2 the learner needs to identify different career, course and training options from available sources of information, advice and guidance.

For criterion 3.1 the learner needs to list transferable skills, qualities and experience required to develop a career.

For 3.2 the learner needs to Review own transferable skills, qualities and experience.

For 3.3 the learner needs to identify areas of work or study that might be best suited to own transferable skills, qualities or experience.

For criteria 4.1 and 4.2 the learner must identify the activities needed to work towards short term goals and identify timescales and deadlines for the achievement of the goal.

Unit 138 Enterprise activity – producing a product or service

UAN:	**J/505/4659**
Level:	1
Credit value:	3
GLH:	23
Aim:	The aim of this unit is to help the learner develop his/her enterprise skills by planning, costing, producing, promoting and selling a product or service.

Learning outcome
The learner will: 1. Be able to plan to produce a product or provide a service.
Assessment criteria
The learner can: 1.1 select a product or service to sell 1.2 identify who the product or service is for 1.3 identify when and where to sell the product or service 1.4 identify what needs to be done to produce the product or provide the service 1.5 list the equipment and materials needed to produce the product or provide the service 1.6 give examples of the possible health and safety hazards of the chosen activity. 1.7 state the cost of producing the product or providing the service 1.8 decide the price and profit 1.9 identify where to get the resources to produce the product or provide the service.

Learning outcome
The learner will: 2. be able to produce a product or provide a service.
Assessment criteria
The learner can: 2.1 collect the materials needed to produce the product or provide the service 2.2 produce the product or provide the service safely 2.3 make sure the product or service is safe.

Learning outcome

The learner will: 3. be able to advertise a product or service.
Assessment criteria
The learner can: 3.1 identify methods of advertising a product or service 3.2 advertise the product or service.

Learning outcome
The learner will: 4. be able to review an enterprise activity.
Assessment criteria
The learner can: 4.1 state aspects of the activity that went well 4.2 state one aspect of the enterprise activity that did not go well 4.3 identify an improvement that could be made to the enterprise activity.

Unit 138 Enterprise activity – producing a product or service

Supporting information

Evidence requirements

For criterion 4.1 the learner needs to state at least two aspects of the activity that went well.

For 4.2 the learner needs to state one aspect of the activity that did not go well.

For 4.3 the learner needs to identify at least one improvement that could be made to the activity.

Guidance

For criterion 1.1 the learner needs to select a product or service to sell
Their choice of product or service should be agreed with the assessor.
For 1.2 the learner needs to identify who the product or service is for.

For 1.3 the learner needs to identify when and where to sell the product or service.

For 1.4 the learner needs to identify what needs to be done to produce the product or provide the service. This should be a detailed list of what steps/activities are needed to produce the product or service.

For 1.5 the learner needs to list the equipment and materials needed to produce the product or provide the service
For 1.6 the learner needs to give examples of the possible health and safety hazards of the chosen activity.

For 1.7 the learner needs to state the cost of producing the product or providing the service.

For 1.8 the learner needs to decide the price to charge and the profit from an item, batch of items or a service.

For 1.9 the learner needs to identify where to get the resources to produce the product or provide the service. Resources include labour and finance.

Evidence for 1.1 to 1.9 may be a product proposal.

For criterion 2.1 the learner needs to collect the materials needed to produce the product or provide the service.

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For 2.2 the learner needs to work safely to produce the product or provide the service safely.

For 2.3 the learner needs to make sure the product or service is safe.

Evidence for 2.1 to 2.3 is likely to be a witness or assessor statement.

For criterion 3.1 the learner needs to identify at least three methods of advertising a product or service. Evidence could be a learner statement.

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For 3.2 the learner needs to advertise a product or service. This is likely to be the product or service they produced in Outcome 2.

Evidence for 3.2 could be a poster, leaflet or audio recording.

Evidence for 4.1 to 4.3 could be gathered during a review with an assessor or could be a learner statement.

Unit 139 Safe learning in the workplace

UAN:	**A/505/4660**
Level:	1
Credit value:	4
GLH:	23
Aim:	The aim of this unit is to introduce the learner to safety legislation and working safely at work.

Learning outcome
The learner will: 1. Understand health and safety legislation for the workplace.
Assessment criteria
The learner can: 1.1 explain why health and safety legislation is important in the workplace 1.2 identify the health and safety **laws** that apply to different workplaces.

Range
Laws – PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act.

Learning outcome
The learner will: 2. Understand risks and hazards in the workplace.
Assessment criteria
The learner can: 2.1 define the term **hazard** in the workplace 2.2 define the term **risk** in the workplace 2.3 identify **examples of hazards** in different workplaces 2.4 identify **examples of risks** in different workplaces.

Range
Examples of hazards – trailing cables, blocked fire exits, electrical equipment. **Examples of risks** – slips, trips and falls, no escape route, electric shock, injury or death.

Learning outcome

The learner will: 3. Know how to reduce risk in the workplace.
Assessment criteria
The learner can: 3.1 describe how aspects of **personal behaviour** can reduce risk in the workplace 3.2 describe aspects of different **workplace environments** which could cause harm 3.3 state the importance of using personal protective equipment (PPE) in the workplace 3.4 state why risk assessment is important in reducing risk in the workplace.

Range
Personal behaviour – following established safe work procedures, keeping the workplace neat and orderly, avoiding horseplay and other distractions. **Workplace environments** – room temperature, noise, rubbish, fumes.

Learning outcome
The learner will: 4. Be able to carry out a risk assessment.
Assessment criteria
The learner can: 4.1 list possible risks and hazards in a specific workplace 4.2 carry out a risk assessment 4.3 describe the procedures for reporting risks and hazards in the workplace.

Learning outcome
The learner will: 5. Know what responsibilities people have for safety in the workplace.
Assessment criteria
The learner can: 5.1 describe the responsibilities of a health and safety representative in the workplace 5.2 identify the benefits of having nominated first aiders in the workplace 5.3 describe inappropriate and unsafe behaviour in the workplace 5.4 detail the steps to be followed in the case of: a. Fire b. Accident c. Emergency.

Unit 139 Safe learning in the workplace

Supporting information

Evidence requirements

For criterion 4.1 the learner needs to list three possible risks and hazards in a specific workplace.

Guidance

For criterion 1.1 the learner needs to explain why health and safety legislation is important in the workplace.

For 1.2 the learner needs to identify the health and safety laws that apply to different workplaces.

For criterion 2.1 the learner needs to define the term hazard in the workplace.

For 2.2 the learner needs to define the terms hazard and risk.

For criterion 3.1 the learner needs to describe how aspects of personal behaviour can reduce risk in the workplace.

For 3.2 the learner needs to describe aspects of different workplace environments which could cause harm.

For 3.3 the learner needs to state the importance of using personal protective equipment (PPE) in the workplace.

For 3.4 the learner needs to state why risk assessment is important in reducing risk in the workplace.

For 4.2 the learner needs to carry out a risk assessment within their own area of work/placement.

For criterion 5.1 the learner needs to describe the responsibilities of a health and safety representative in the workplace.

For 5.2 the learner needs to identify the benefits of having nominated first aiders in the workplace.

For 5.3 the learner needs to describe inappropriate and unsafe behaviour in the workplace.

For 5.4 the learner needs detail the steps to be followed in the case of:

a) Fire

b) Accident

c) Emergency.

The learner should consider hoax calls and the dangers/impacts.

Unit 140 Building working relationships in the workplace

UAN:	**F/505/4661**
Level:	1
Credit value:	2
GLH:	17
Aim:	The aim of this unit is to help the learner recognise diversity and understand the importance of interacting positively with people in the workplace. The learner will be able to interact productively, seek feedback and implement an improvement plan.

Learning outcome
The learner will: 1. Understand why it is important to interact positively with people in the workplace.
Assessment criteria
The learner can: 1.1 give examples of different people an employee needs to interact positively with in the workplace 1.2 explain why an employee needs to interact positively with colleagues 1.3 explain why an employee needs to interact positively with visitors to the workplace.

Learning outcome
The learner will: 2. Understand the meaning of the term diversity.
Assessment criteria
The learner can: 2.1 state what is meant by the term diversity.

Learning outcome
The learner will: 3. Be able to interact productively with people in the workplace.
Assessment criteria
The learner can: 3.1 use appropriate language and tone when communicating with people in the workplace 3.2 perform own role to agreed expectations 3.3 seek help and guidance when appropriate 3.4 seek feedback 3.5 develop a plan for improvement based on feedback received 3.6 implement improvement plan 3.7 review improvement plan.

Unit 140 Building working relationships in the workplace

Supporting information

Evidence requirements

For criterion 1.1 the leaner needs to give three examples of different people an employee needs to interact positively within the workplace.

Guidance

For 1.2 the learner needs to explain why an employee needs to interact positively with colleagues.

For 1.2 the learner needs to explain why an employee needs to interact positively with visitors to the workplace.

For criterion 2.1 the learner needs to state the meaning of the term 'diversity'. The learner should have a basic knowledge of what the term diversity means – something or someone that is different from them. The assessor can expand on this depending on the learner.

For criterion 3.1 the leaner should contribute ideas and opinions whilst respecting diversity.

For 3.2 the learner needs to perform own role to agreed expectations.

For 3.3 the learner needs to seek help and guidance when appropriate.

For 3.4 the learner needs to seek feedback.

For criterion 3.5 the learner must develop an improvement plan based on constructive feedback.

For 3.6 and 3.7 the learner must carry out the plan and review the activities they have carried out.

Unit 141 Rights, responsibilities and citizenship

UAN:	**J/505/4662**
Level:	1
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner to be able to understand all aspects of citizenship and to demonstrate an understanding of basic human rights, the reasons for laws, the democratic and electoral processes and the rights and responsibilities of individuals within society.

Learning outcome
The learner will: 1. Understand individual rights and responsibilities.
Assessment criteria
The learner can: 1.1 state the differences between an individual's rights and responsibilities 1.2 give examples of barriers which may prevent the exercise of individual rights 1.3 identify sources of support and information about rights and responsibilities 1.4 state how sources of support and information can help with understanding rights and responsibilities 1.5 state why an individual has a responsibility to others.

Learning outcome
The learner will: 2. Understand rights and responsibilities of a citizen.
Assessment criteria
The learner can: 2.1 describe a citizen's rights and responsibilities as a: a. consumer b. member of a local community c. member of society 2.2 explain how a citizen's rights are protected.

Learning outcome
The learner will: 3. Understand aspects of rules and laws.
Assessment criteria
The learner can: 3.1 state different types of laws 3.2 state different types of rules 3.3 state the difference between laws and rules 3.4 state why society needs laws and rules.

Learning outcome
The learner will: 4. Know different types of elections.
Assessment criteria
The learner can: 4.1 describe different **electoral systems** 4.2 state why it is important to vote 4.3 identify when an individual is eligible to vote.

Range
Electoral systems – first past the post, proportional representation, preferential vote, single transferable vote (STV), additional member system (AMS). **How a citizen's rights are protected** – human rights, laws, rules.

Unit 141 Rights, responsibilities and citizenship

Supporting information

Evidence requirements

For 1.2 the learner needs to give at least three examples of barriers which may prevent the exercise of individual rights. Evidence can be given orally or in writing.

For 1.3 the learner needs to identify at least three sources of support or information about rights and responsibilities. Evidence can be given orally or in writing or learners may include the sources.

For 1.4 the learner needs to state how at least two of the sources identified in 1.3 can help with understanding rights and responsibilities. Evidence can be given orally or in writing.

For criterion 2.1 the learner needs to describe at least one example of a citizen's rights and one example of their responsibilities for each of the following headings:

a consumer
a member of a local community
a member of society

Evidence can be given orally or in writing.

Guidance

For criterion 1.1 the learner needs to state the differences between an individual's rights and responsibilities. Evidence can be given orally or in writing.

For 1.5 the learner needs to state why an individual has a responsibility to others. Evidence can be given orally or in writing.

For 2.2 the learner needs to explain **how a citizen's rights are protected**. Evidence can be given orally or in writing.

Unit 142 Working as part of a team

UAN:	**L/505/4663**
Level:	1
Credit value:	3
GLH:	25
Aim:	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others to achieve shared objectives.

Learning outcome
The learner will: 1. Understand why effective teamwork is important.
Assessment criteria
The learner can: 1.1 describe what makes an effective team 1.2 describe benefits of effective teamwork.

Learning outcome
The learner will: 2. Understand team values and goals.
Assessment criteria
The learner can: 2.1 list different types of team 2.2 identify the values and goals of a team 2.3 describe ways in which team members can work together effectively 2.4 describe a method of avoiding conflict within a team 2.5 identify methods of making team decisions.

Learning outcome
The learner will: 3. Understand the roles people may take in a team.
Assessment criteria
The learner can: 3.1 give examples of **different roles** 3.2 identify the impact these roles have on the way a team works 3.3 identify the impact these roles have on members of the team.

Range
Different roles – formal, informal.

Learning outcome
The learner will: 4. Understand how to achieve a team goal.
Assessment criteria
The learner can: 4.1 describe the overall goal of the team 4.2 prepare a plan to achieve a team goal 4.3 describe own role in achieving the goal 4.4 describe others role in achieving the goal 4.5 list activities, milestones and timelines 4.6 identify the support and resources needed to help work towards the goal.

Learning outcome
The learner will: 5. Be able to implement and review the plan.
Assessment criteria
The learner can: 5.1 follow plan and review progress at regular intervals 5.2 suggest improvements and amendments to the plan.

Learning outcome
The learner will: 6. Be able to reflect on the effectiveness of the plan.
Assessment criteria
The learner can: 6.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal 6.2 describe what went well and what did not go well.

Unit 142 Working as part of a team

Supporting information

Guidance

For criterion 1.1 the learner needs to describe what makes an effective team.

For 1.2 the learner needs to describe benefits of effective teamwork

For criterion 2.1 the learner needs to list different types of team.

For 2.2 the learner needs to identify the values and goals of a team.

For 2.3 the learner needs to describe ways in which team members can work together effectively.

For 2.4 the learner needs to describe a method of avoiding conflict within a team.

For 2.5 the learner needs to identify methods of making team decisions.

For criterion 3.1 the learner needs to give examples of different roles.

For 3.2 the learner needs to identify the impact these roles have on the way a team works

For 3.3 the learner needs to identify the impact these roles have on members of the team.

For criterion 4.1 the learner needs to describe the overall goal of the team.

For 4.2 the learner needs to prepare a plan to achieve a team goal.

For 4.3 the learner needs to describe own role in achieving the goal.

For 4.4 the learner needs to describe others role in achieving the goal.

For 4.5 the learner needs to list activities, milestones and timelines.

For 4.6 the learner needs to identify the support and resources needed to help work towards the goal.

For criterion 5.1 the learner needs to follow plan and review progress at regular intervals.

For 5.2 the learner needs to suggest improvements and amendments to the plan.

For criterion 5.1 the learner needs to follow plan and review progress at regular intervals.

For 5.2 the learner needs to suggest improvements and amendments to the plan.

Unit 143 Interpersonal relationships

UAN:	**R/505/4664**
Level:	1
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner understand interpersonal relationships and to explore ways of developing relationships and interacting positively.

Learning outcome
The learner will: 1. Understand interpersonal relationships.
Assessment criteria
The learner can: 1.1 describe what is meant by the term interpersonal relationships 1.2 explain the importance of developing positive interpersonal relationships 1.3 describe the differences between interacting with individuals and interacting as part of a group 1.4 describe **qualities** important in developing interpersonal relationships 1.5 describe **qualities** important in developing group relationships.

Range
Qualities – being sensitive to the needs of others, listening, using appropriate language, leadership skills, understanding emotions, be respectful.

Learning outcome
The learner will: 2. Understand how to interact positively with others.
Assessment criteria
The learner can: 2.1 describe the reasons for having boundaries when interacting with others 2.2 give examples of boundaries in interpersonal relationships 2.3 outline different ways of making decisions.

Unit 143 Interpersonal relationships

Supporting information

Guidance

For criterion 1.1 the learner needs to describe what is meant by the term interpersonal relationships.

For 1.2 the learner needs to explain the importance of developing positive interpersonal relationships.

For 1.3 the learner needs to describe the differences between interacting with individuals and interacting as part of a group.

For 1.4 the learner needs to describe qualities important in developing interpersonal relationships.

For 1.5 the learner needs to describe qualities important in developing group relationships.

For criterion 2.1 the learner needs to describe the reasons for having boundaries when interacting with others.

For 2.2 the learner needs to give examples of boundaries in interpersonal relationships.

For 2.3 the learner needs to outline different ways of making decisions.

Unit 144 Undertaking work placement

UAN:	**Y/505/4665**
Level:	1
Credit value:	3
GLH:	14
Aim:	The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.

Learning outcome
The learner will: 1. Be able to identify potential work placement opportunities.
Assessment criteria
The learner can: 1.1 identify own skills and interests 1.2 describe own skills and interests that match work placement opportunities 1.3 research the work placement company or organisation.

Learning outcome
The learner will: 2. Know what is expected during the work placement.
Assessment criteria
The learner can: 2.1 describe different responsibilities of the role 2.2 describe how the role fits within the work placement company or organisation 2.3 describe appropriate behaviours and attitudes expected in the role 2.4 identify the route and means of transport to take to attend the work placement on time 2.5 describe how to use sources of support during the work placement 2.6 describe skills and experiences likely to be achieved from work placement.

Learning outcome
The learner will: 3. Be able to reflect on the experience of the work placement.
Assessment criteria

The learner can:

3.1 produce evidence of tasks undertaken during work placement

3.2 describe positive experiences during the work placement

3.3 describe negative experiences during the work placement

3.4 describe new skills and experiences gained from the work placement

3.5 reflect on how the work placement experience can inform career progression.

3.6 set goals to build on the work placement experience.

Unit 144 Undertaking work placement

Supporting information

Guidance

For criterion 1.1 the learner needs to identify own skills and interests.

For 1.2 the learner needs to describe own skills and interests that match work placement opportunities.

For 1.3 the learner needs to research the work placement, company or organisation.

For criterion 2.1 the learner needs to describe different responsibilities of the role.

For 2.2 the learner needs to describe how the role fits within the work placement company or organisation.

For 2.3 the learner needs to describe appropriate behaviours and attitudes expected in the role.

For 2.4 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.5 the learner needs to describe how to use sources of support during the work placement.

For 2.6 the learner needs to describe skills and experiences likely to be achieved from work placement.

For criterion 3.1 the learner needs to produce evidence of tasks undertaken during work placement.

For 3.2 the learner needs to describe positive experiences during the work placement.

For 3.3 the learner needs to describe negative experiences during the work placement.

For 3.4 the learner needs to describe new skills and experiences gained from the work placement.

For 3.5 the learner needs to reflect on how the work placement experience can inform career progression.

For 3.6 the learner needs to set goals to build on the work placement experience.



Appendix 1 Relationships to other qualifications

Links to other qualifications

This qualification has connections to the following qualifications:

- 4418 Level 1 Business Admin
- 4411 Level 2 Customer Service
- 1013 Level 1 Retail Knowledge

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners **General qualification information**	**E: learnersupport@cityandguilds.com**
International learners General qualification information	F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	F: +44 (0)20 7294 2413

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City & Guilds
1 Giltspur Street
London EC1A 9DD
F +44 (0)20 7294 2413
www.cityandguilds.com