LEVELS 4 AND 5 IMPORTED UNITS

NVQ in Contact Centre Operations (3412)

Levels 4 and 5 imported unit pack

September 2014 Version 1.1

City & Guilds

Qualification at a glance

Subject area	Contact Centre Operations
City & Guilds number	3412
Age group approved	Level 1 Award – All Level 1 Certificate – All Level 2 Certificate – All Level 3 Diploma – 16+ Level 4 Diploma – 18+
Assessment	Portfolio of evidence for each unit
Automatic Approval	Automatic approval available from 2703
Registration and certification	See Walled Garden/online catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Contact Centre Operations	3412-01	600/1244/4
Level 1 Certificate in Contact Centre Operations	3412-02	600/1286/9
Level 2 Certificate in Contact Centre Operations	3412-03	600/1135/X
Level 3 Diploma in Contact Centre Operations	3412-04	600/1136/1
Level 4 Diploma in Contact Centre Operations	3412-05	600/1288/2

Version and date	Change detail	Section
1.1 Sep 14	Amended details of unit 512	Introduction pages 37-38

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1 Introduction

This document contains imported units available within the following qualifications:

Title and level	City & Guilds number	Accreditation number
Level 3 Diploma in Contact Centre Operations	3412-04	600/1136/1
Level 4 Diploma in Contact Centre Operations	3412-05	600/1288/2

For full information on the 3412 qualification and for the qualification handbook containing the contact centre specific units see **www.cityandguilds.com**

List of imported units

The following table shows a full list of the imported units for all five Contact Centre NVQs and indicates in which qualification each exists. For full structures and rules of combination for each of the qualifications please see the qualification handbook which can be found on the City & Guilds website **www.cityandguilds.com**

UAN	City & Guilds unit	Unit title	Level	GLH	Credit value	L1 Award	L1 Cert	L2 Cert	L3 Dip	L4 Dip
T/601/1235	411	Champion customer service	4	67	10				✓	✓
K/601/1524	412	Handle referred customer complaints	4	67	10				✓	✓
L/601/1578	413	Implement quality improvements to customer service	4	67	10					✓
Y/601/1597	414	Apply technology or other resources to improve customer service	4	73	11					✓
R/601/1601	415	Review and re-engineer customer service processes	4	47	11					✓
R/600/9587	416	Develop, maintain and review personal networks	4	25	4					✓
Y/600/9798	417	Prepare for and support quality audits	4	20	4					✓
M/600/9791	418	Analyse the market in which your organisation operates	4	25	5					✓
Y/600/9588	509	Develop and evaluate operational plans for own area of responsibility	5	25	6					✓

UAN	City & Guilds unit	Unit title	Level	GLH	Credit value	L1 Award	L1 Cert	L2 Cert	L3 Dip	L4 Dip
T/600/9632	510	Promote equality of opportunity, diversity and inclusion across an organisation	5	30	6					✓
T/600/9694	511	Developing collaborative relationships with other organisations	5	30	7					✓
A/600/9664	512	Examine staff turnover issues in own area of responsibility	5	25	4					✓

The units follow in City & Guilds unit number order.

Unit 411 Champion customer service

Level: 4
Credit value: 10
UAN: T/601/1235

Unit aim

Staff with high levels of responsibility for customer service have an important role to play as champions of excellent service within their organisations. They should also promote customer service to service partners without whom their organisation cannot deliver reliable and excellent customer service. They need to have a great deal of knowledge and expertise from which others can benefit. This unit is about acting as a champion – being constantly alert for issues that affect customer service, analysing these issues and their implications, challenging on behalf of the customer and passing on any knowledge and expertise to others.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to promote the importance and benefits of customer service
2. Be able to provide advice and information on customer service issues
3. Know how to champion customer service

Guided learning hours

It is recommended that **67** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to Unit A17 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 411 Champion customer service

Learning outcomes and assessment criteria

Outcome 1: Be able to promote the importance and benefits of customer service

The learner can:

1.1 explain the role of customer service within their organisation's strategic and business plans

1.2 monitor developments in their organisation in order to identify those important to customer service

1.3 analyse the implications of these customer service developments

1.4 question and challenge developments from the customer's standpoint

1.5 use their influence to ensure that developments improve customer service

Outcome 2: Be able to provide advice and information on customer service issues

The learner can:

2.1 inform customer that they can provide customer service advice and information

2.2 respond to requests for customer service advice and information

2.3 carry out any necessary research to enhance or verify the advice and information they are giving

2.4 communicate customer service advice and information effectively

2.5 help others to explore the implications of their advice and information for their own work and identify actions that the advice and information might prompt

2.6 monitor how effective their advice and information has been

2.7 review the way they collect information, formulate advice and communicate it to others

Outcome 3: Know how to champion customer service

The learner can:

3.1 describe the processes for decision making within their organisation and who is involved

3.2 explain how to monitor developments within their organisation

3.3 describe how to use their influence and authority to affect decision making

3.4 describe the types of developments that are likely to affect customer service and how to analyse the implications for customer service

3.5 explain the importance of empathising with customers and how to represent their viewpoint in a constructive way

3.6 explain how to identify when others need advice and information on customer service issues

3.7 explain how to use different types of research to support their advice and information on customer service

3.8 explain how to apply their advice and information in practice

3.9 explain how to monitor the effect of their advice and information

Unit 411 Champion customer service

Evidence requirements

1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time for your assessor to be confident that you are competent.

4 You must provide evidence that you have monitored developments that, in relation to your own area of responsibility, are:

- a strategic
- b operational.

5 Your evidence must show that you have analysed the implications of customer service developments for:

- a the quality of services or products
- b the way services or products are delivered
- c customer relationships.

6 You must provide evidence that you have responded to requests for information and advice from two of these groups:

- a front line staff
- b supervisors or team leaders
- c senior managers
- d colleagues in other departments
- e service partners.

7 You evidence must show that you have provided information and advice about:

- a the quality of services or products
- b the way services or products are delivered
- c customer relationships.

8 Your evidence must show that you have communicated customer service advice and information using two different communication media.

Unit 412 Handle referred customer complaints

Level: 4
Credit value: 10
UAN: K/601/1524

Unit aim
However effectively customer service is organised, customers make complaints from time to time. In some organisations, it is simply a matter of procedure for all complaints to be handled by particular people. Sometimes, front-line staff or supervisors can deal with these complaints, however, often more senior staff must deal with the complaint. This is either because of the severity of the complaint and its implications for the organisation, or because the customer will accept the solution only if it is dealt with at a senior level. This may require someone with the authority and influence to adapt existing policies and procedures to find an acceptable solution. It is also important for this person to explore patterns and trends in significant complaints and recommend changes to policies and procedures to avoid repetition.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Be able to investigate referred customer complaints
2. Be able to take action to deal with referred customer complaints
3. Be able to identify repeated customer complaints and recommend changes to policies and procedures
4. Understand how to handle referred customer complaints

Guided learning hours
It is recommended that **67** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit directly relates to Unit C8 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body
This unit has been developed by the Institute of Customer Service.

Assessment
This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 412 Handle referred customer complaints

Learning outcomes and assessment criteria

Outcome 1: Be able to investigate referred customer complaints

The learner can:

1.1 collect all the available information on the nature of the complaint and identify and analyse the organisational implications of the complaint

1.2 take personal responsibility for dealing with the complaint subject to the limits of their authority

1.3 keep their customer informed about what steps are being taken to deal with the customer's complaint

1.4 follow the correct procedures if their customer wishes to escalate the complaint even higher or if the complaint has wider implications for the organisation.

Outcome 2: Be able to take action to deal with referred customer complaints

The learner can:

2.1 identify a range of possible solutions that balance customer expectations and the organisation's service offer

2.2 liaise with their customer and colleagues to negotiate an acceptable solution

2.3 agree a solution that adapts current policies and procedures within their own authority and furthers their organisation's aims and objectives

2.4 implement the agreed solution and liaise with their customer to ensure that the customer is satisfied with the action that has been taken

Outcome 3: Be able to identify repeated customer complaints and recommend changes to policies and procedures

The learner can:

3.1 identify patterns and trends in customer complaints

3.2 analyse trends in customer complaints

3.3 identify solutions acceptable to their customers that fit the organisation's service offer

3.4 identify possible changes to customer service policies and procedures

3.5 consider the benefits and drawbacks of each possible change in terms of balancing customer service and organisational aims

3.6 select an option for change and follow organisational procedures to ensure that their recommendations come to the attention of decision makers

Outcome 4: Understand how to handle referred customer complaints

The learner can:

4.1 explain the importance of minimising customer complaints and dealing with them effectively and promptly when they occur

4.2 explain their organisation's complaints procedures and the limits of their authority

4.3 describe the procedures they must follow if a complaint is likely to be escalated or have wider implications

4.4 describe the types of complaints that could have wider implications for their organisation

4.5 explain why it is important to communicate with their customer at all stages of the complaints procedure

4.6 explain how to devise solutions that balance customer expectations and organisational aims

4.7 explain why it is important to identify and present to the customer a range of possible options

4.8 explain why it may be necessary sometimes to adapt organisational policies and procedures to provide a solution acceptable to their customer and how they could justify this

4.9 research how to identify trends and patterns in customer complaints and solutions

4.10 describe how to explore the implications of these patterns and trends for their organisations policies and procedures

4.11 explain how to recommend changes to organisational policies and procedures

Unit 412 Handle referred customer complaints

Evidence requirements

1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time for your assessor to be confident that you are competent.

4 You must provide evidence that you have collected and analysed:

- a qualitative information
- b quantitative information.

5 You must show that you have dealt with complaints from customers who are:

- a prepared to accept your proposed solutions
- b not prepared to accept your proposed solutions.

6 The complaints included in your evidence must include examples of:

- a a difference between customer expectations and what is offered by your organisation
- b a problem resulting from a system or procedure failure
- c a problem resulting from a shortage of resources or human error.

Unit 413 Implement quality improvements to customer service

Level: 4
Credit value: 10
UAN: L/601/1578

Unit aim

Introducing quality improvements to customer service requires careful management of change. This unit covers the detailed planning of customer service improvements, managing the changes that need to take place to implement the improvements, and then evaluating the results. It includes the consultation and communication processes that are vital to the successful implementation of improvements and management of change. In particular it is vital to involve customers at all stages of the quality improvement process.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to plan the introduction of customer service improvements
2. Be able to manage the implementation of customer service improvements
3. Be able to monitor and evaluate customer service improvements
4. Understand how to implement quality improvements to customer service

Guided learning hours

It is recommended that **67** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to Unit D14 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 413 Implement quality improvements to customer service

Learning outcomes and assessment criteria

Outcome 1: Be able to plan the introduction of customer service improvements

The learner can:

1.1 identify possible customer service improvements and the resources available to implement them

1.2 evaluate factors that may help or hinder the introduction of change

1.3 develop realistic objectives, tasks and schedules for the introduction of improvements and agree them with colleagues

1.4 assess the risks associated with each action to effect change

1.5 plan how they will evaluate the proposed improvements

Outcome 2: Be able to manage the implementation of customer service improvements

The learner can:

2.1 inform the people who will be affected by change, win their support and keep them informed of progress

2.2 implement their plans for improvements dealing effectively with any difficulties

2.3 provide the necessary support to all their colleagues who are involved with changes and improvements

2.4 ensure that the planned improvements are implemented on time and within budget

Outcome 3: Be able to monitor and evaluate customer service improvements

The learner can:

3.1 monitor and evaluate the impact that the changes are having on the quality of customer service

3.2 identify and recommend any further changes that may be necessary to achieve the planned aims and objectives of the improvements

3.3 identify any lessons from the change process and note these for future activities

Outcome 4: Understand how to implement quality improvements to customer service

The learner can:

4.1 explain the importance of careful planning when introducing change

4.2 evaluate the types of factors that may help or hinder the process of change and how to identify and plan for these

4.3 describe how to develop plans that contain realistic objectives, tasks and schedules

4.4 explain the importance of having clear lines of responsibility and accountability

4.5 explain how to identify and plan for possible contingencies

4.6 describe the importance of clear communication when changes are taking place

4.7 explain why it is important to win the support of people who will be affected by change

4.8 describe how to win over staff who are resistant to change

4.9 describe the types of support that staff may need when improvements are being implemented and how to provide such support

4.10 explain why it is important to complete change on time and within budget

Unit 413 Implement quality improvements to customer service

Evidence requirements

1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time for your assessor to be confident that you are competent.

4 Your evidence must include planning for and using the following resources when implementing improvements to customer service:

- a time
- b human resources
- c physical resources
- d financial resources.

5 You must provide evidence of communicating with:

- a customers
- b front-line staff
- c colleagues
- d supervisors/team leaders
- e senior managers
- f service partners.

6 Your communication may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

7 You must include evidence of collecting, analysing and using information that is:

- a quantitative
- b qualitative.

Unit 414 Apply technology or other resources to improve customer service

Level: 4
Credit value: 11
UAN: Y/601/1597

Unit aim

Customer service changes and improves sometimes through the application of technology or other resources as much as through changes in behaviour of those delivering the service. Whilst these changes can bring real benefits they inevitably come at an initial cost which must be taken into consideration. This unit is about the process of managing the application of technology or other resources to a customer service process. It involves a systematic approach to considering and evaluating options, implementing the most appropriate and reviewing the results.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to identify and specify opportunities for customer service improvement
2. Be able to evaluate options for applying technology or other resources to improve customer service
3. Be able to oversee the implementation of resource changes to improve customer service
4. Understand how to apply technology or other resources to improve customer service

Guided learning hours

It is recommended that **73** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to Unit D18 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 414 Apply technology or other resources to improve customer service

Learning outcomes and assessment criteria

Outcome 1: Be able to identify and specify opportunities for customer service improvement

The learner can:

1.1 monitor developments in technology and the use of other resources to improve customer service

1.2 review customer service delivery systems with specific reference to use of resources and technology

1.3 identify opportunities and options for improving customer service by applying technology or other resources

1.4 analyse the customer service benefits that could result from options for improvement

1.5 specify the changes in technology or other resources needed to deliver the options

Outcome 2: Be able to evaluate options for applying technology or other resources to improve customer service

The learner can:

2.1 identify the options for improving customer service with the application of technology or other resources

2.2 establish the costs associated with each option for improving customer service

2.3 list and where possible quantify the benefits from each option for improving customer service

2.4 estimate the affordability of each option to improve customer service

2.5 recommend the most appropriate options for implementation

2.6 identify the probable effects of any recommended changes on their organisation's service offer and customer perceptions

2.7 plan a business case to support their recommendations for improvements through application of technology or other resources

Outcome 3: Be able to oversee the implementation of resource changes to improve customer service

The learner can:

3.1 plan implementation using details of agreed developments to improve customer service

3.2 brief colleagues about the implementation of customer service improvements and the expected benefits

3.3 monitor implementation of customer service improvements and the expected benefits

3.4 review implementation of customer service improvements with colleagues

3.5 make appropriate adjustments to implementation of customer service improvements as a result of review

Outcome 4: Understand how to apply technology or other resources to improve customer service

The learner can:

4.1 describe features and functionality of available technology that may contribute to improvements in customer service

4.2 evaluate how the application of additional resources other than technology can be used to improve customer service

4.3 describe methods for the systematic review of customer service systems

4.4 explain techniques to analyse the costs and benefits of options for improving customer service

4.5 describe methods for presenting a business case for applying technology or other resources to make improvements in customer service

4.6 explain briefing techniques for introducing colleagues to changes

4.7 describe ways to review and adjust customer service delivery after the implementation of changes

Unit 414 Apply technology or other resources to improve customer service

Evidence requirements

1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any evidence within this Unit.

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time for your assessor to be confident that you are competent.

4 The technology used in your evidence may be electronic or non-electronic.

5 The costs you establish for each option for improving customer service must be financial.

6 The business case you plan for applying technology or other resources to improve customer service may be formal or informal.

7 Your review of the implementation of customer service improvements may be formal or informal.

Unit 415 Review and re-engineer customer service processes

Level: 4
Credit value: 11
UAN: R/601/1601

Unit aim

From time to time, a customer process must be subject to review. Most of all, this is because both customer expectations and the general environment change. In addition to this, features of the process evolve as it is operated and the customer service purpose of various details can be lost. This unit is about a systematic approach to reviewing and re-engineering a customer service process. The review seeks a balance of customer satisfaction, cost awareness and compliance with regulation. The review must be undertaken with the agreement and support of those with authority to make changes. It must also take account of the views of those who deliver the process and are in direct contact with customers. This unit is for the learner if they are responsible for reviewing customer service processes. Do not use this unit if the learner does not hold that responsibility and does not have the support of those with authority to make changes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to scope the customer service processes to be reviewed
2. Be able to analyse the customer service process and identify improvement opportunities
3. Be able to evaluate improvement options and re-engineer service processes
4. Understand how to review and re-engineer customer service processes

Guided learning hours

It is recommended that **73** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to Unit D19 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 415 Review and re-engineer customer service processes

Learning outcomes and assessment criteria

Outcome 1: Be able to scope the customer service processes to be reviewed

The learner can:

1.1 define the boundaries of a customer service process

1.2 agree with the appropriate people the boundaries of the customer service process to be reviewed

1.3 set parameters for the types of change that might be made during the re-engineering

1.4 communicate with everybody involved regarding the aims of the review

Outcome 2: Be able to analyse the customer service process and identify improvement opportunities

The learner can:

2.1 identify all the key steps in the customer service process

2.2 analyse each step in the customer service process in fine detail

2.3 assess each step in the customer service process with reference to customer satisfaction, costs and compliance with relevant regulation

2.4 raise questions about each step in the current process to establish where there is scope for development and improvement

2.5 explore all the questions raised with those involved in the process and their managers

2.6 identify options for re-engineering improvements that deserve further investigation

Outcome 3: Be able to evaluate improvement options and re-engineer service processes

The learner can:

3.1 evaluate each option for re-engineering improvements that deserve further investigation

3.2 make and agree recommendations regarding each option that has been evaluated for re-engineering the customer service process

3.3 plan the implementation of agreed recommendations for re-engineering the customer service process

3.4 implement re-engineering of the customer service process

3.5 monitor the results of implementing re-engineering of the customer service process

Outcome 4: Understand how to review and re-engineer customer service processes

The learner can:

4.1 explain ways to establish boundaries around a customer service process to be re-engineered

4.2 describe who needs to be involved in the re-engineering process to ensure that the recommendations can be seen through

4.3 explain the importance of communicating with those involved in service delivery when re-engineering the process

4.4 review ways to analyse and assess the effectiveness of separate steps in the customer service process

4.5 explain the importance of identifying the right questions to challenge existing customer service processes appropriately

4.6 describe techniques for implementing changes in customer service processes

4.7 explain the importance of monitoring the effects of customer service process changes

Unit 415 Review and re-engineer customer service processes

Evidence requirements

1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any evidence within this Unit.

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time for your assessor to be confident that you are competent.

4 The 'appropriate people' with who you agree the boundaries of the customer service process to be reviewed must include one or more of the following:

- a people in other departments or sections of the organisation
- b internal customers
- c external customers
- d internal suppliers
- e service partners
- f service delivery colleagues
- g line managers.

5 Your plan for implementing agreed recommendations may be formal or informal.

Unit 416 Develop, maintain and review personal networks

Level: 4
Credit value: 4
UAN: R/600/9587

Unit aim
This unit is about developing your personal networks to support both your current and future work.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Understand the benefits of networking and the need for data privacy
2. Be able to develop a personal network of contacts
3. Be able to review networking relationships

Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to Council for Administration Management NOS: M&LA3 Develop your personal networks.

Support of the unit by a sector or other appropriate body
This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment
For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 416 Develop, maintain and review personal networks

Learning outcomes and assessment criteria

Outcome 1: Understand the benefits of networking and the need for data privacy

The learner can:

1.1 Evaluate the benefits of networking with individuals and organisations.

1.2 Identify individuals and organisations that would provide benefits to own organisation and networks.

1.3 Explain the need for confidentiality with networking contacts.

Outcome 2: Be able to develop a personal network of contacts

The learner can:

2.1 Develop networks that will provide personal and organisational benefit.

2.2 Develop guidelines for working with networks in line with organisational procedures

Outcome 3: Be able to review networking relationships

The learner can:

3.1 Assess the value own current personal network.

3.2 Evaluate own experience with existing contacts and use these to inform future actions

Unit 417 Prepare for and support quality audits

Level: 4
Credit value: 4
UAN: Y/600/9798

Unit aim
This unit aims to provide the skills and knowledge required to prepare for and support quality audits.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1. Understand the quality standards and procedures that apply to own area of responsibility
2. Be able to monitor work in own area of responsibility against quality standards and procedures
3. Be able to prepare for a quality audit in own area of responsibility
4. Be able to discuss quality audit findings with the auditor
5. Be able to complete agreed actions following a quality audit

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment
For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 417 Prepare for and support quality audits

Learning outcomes and assessment criteria

Outcome 1: Understand the quality standards and procedures that apply to own area of responsibility

The learner can:

1.1 Describe the quality standards and procedures that apply to own area of responsibility.

Outcome 2: Be able to monitor work in own area of responsibility against quality standards and procedures

The learner can:

2.1 Select and apply methods for monitoring work.

Outcome 3: Be able to prepare for a quality audit in own area of responsibility

The learner can:

3.1 Prepare and organise records and documentation for the quality auditor.

3.2 Review previous quality audits and ensure agreed recommendations have been implemented.

Outcome 4: Be able to discuss quality audit findings with the auditor

The learner can:

4.1 Discuss with the auditor the results of the audit and identify any areas for improvement.

4.2 Agree corrective actions to remedy any identified issues, and set a date for their implementation.

Outcome 5: Be able to complete agreed actions following a quality audit

The learner can:

5.1 Take corrective action based on quality audit findings.

Unit 418 Analyse the market in which your organisation operates

Level: 4
Credit value: 5
UAN: M/600/9791

Unit aim
This unit aims to provide the skills and knowledge required to analyse the market in which the learner's organisation operates.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Be able to analyse customers' needs
2. Be able to analyse the market using research tools and techniques
3. Be able to communicate research findings to inform managerial decisions

Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment
For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 418 Analyse the market in which your organisation operates

Learning outcomes and assessment criteria

Outcome 1: Be able to analyse customers' needs

The learner can:

1.1 Assess the economic environment in which your organisation operates.
1.2 Evaluate your customers' needs and relate to own organisation.
1.3 Analyse customer perception of own products/ services in comparison to competitors

Outcome 2: Be able to analyse the market using research tools and techniques

The learner can:

2.1 Analyse current and future macro and micro economic trends in own sector.
2.2 Use recognised research tools to assess market trends and opportunities for growth.

Outcome 3: Be able to communicate research findings to inform managerial decisions

The learner can:

3.1 Produce a report based on research findings.
3.2 Communicate the report to key individuals within own organisation.
3.3 Evaluate feedback from key individuals.
3.4 Revise and communicate updated report to key individuals.
3.5 Monitor the economic environment and changes in customers' needs.

Unit 509 Develop and evaluate operational plans for own area of responsibility

Level: 5
Credit value: 6
UAN: Y/600/9588

Unit aim
This unit aims to provide the skills and knowledge required to develop and evaluate operational plans for the learners own area of responsibility.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Be able to align objectives of own area of responsibility with those of own organisation
2. Be able to implement operational plans in own area of responsibility
3. Be able to monitor and evaluate operational plans in own area of responsibility

Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment
For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 509 Develop and evaluate operational plans for own area of responsibility

Learning outcomes and assessment criteria

Outcome 1: Be able to align objectives of own area of responsibility with those of own organisation

The learner can:

1.1 Identify operational objectives within own area of responsibility.

1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.

Outcome 2: Be able to implement operational plans in own area of responsibility

The learner can:

2.1 Assess risks associated with operational plans and include contingency arrangements.

2.2 Identify support from relevant stakeholders.

2.3 Implement operational plan within own area of responsibility.

Outcome 3: Be able to monitor and evaluate operational plans in own area of responsibility

The learner can:

3.1 Monitor procedures within the operational plan.

3.2 Evaluate operational plans and implement any necessary actions.

Unit 510 Promote equality of opportunity, diversity and inclusion across an organisation

Level: 5
Credit value: 6
UAN: T/600/9632

Unit aim

This unit aims to provide the skills and knowledge required to promote equality, diversity and inclusion across an organisation.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to understand the benefits of an inclusive and diverse workforce
2. Be able to understand organisation's responsibilities under equality legislation and relevant codes of practice
3. Be able to benchmark equality, diversity and inclusion
4. Be able to communicate equality, diversity and inclusion policy and procedures
5. Be able to review effectiveness of equality, diversity and inclusion issues

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment

For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 510 Promote equality of opportunity, diversity and inclusion across an organisation

Learning outcomes and assessment criteria

Outcome 1: Be able to understand the benefits of an inclusive and diverse workforce

The learner can:

1.1 Examine the benefits of an inclusive and diverse workforce.

Outcome 2: Be able to understand organisation's responsibilities under equality legislation and relevant codes of practice

The learner can:

2.1 Explain how legislation, equality, diversity, inclusion and relevant codes of practice apply to own organisation.

Outcome 3: Be able to benchmark equality, diversity and inclusion

The learner can:

3.1 Explain how to benchmark to equality, diversity and inclusion in own organisation.

Outcome 4: Be able to communicate equality, diversity and inclusion policy and procedures

The learner can:

4.1 Communicate written equality, diversity and inclusion policy and procedures all relevant stakeholders.

Outcome 5: Be able to review effectiveness of equality, diversity and inclusion issues

The learner can:

5.1 Analyse effectiveness of policy and procedures for equality, diversity and inclusion issues.

5.2 Implement any change to the policy and procedures

Unit 511 Developing collaborative relationships with other organisations

Level: 5
Credit value: 7
UAN: T/600/9694

Unit aim

This unit aims to provide the skills and knowledge required to develop collaborative relationships with other organisations

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to identify potential collaborative opportunities with other organisations
2. Be able to agree the strategic aims and objectives of collaboration
3. Be able to agree methods and expected outcomes of collaboration
4. Be able to instigate and sustain a collaborative relationship with another organisation
5. Be able to review and evaluate the collaboration with another organisation

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment

For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 511 Developing collaborative relationships with other organisations

Learning outcomes and assessment criteria

Outcome 1: Be able to identify potential collaborative opportunities with other organisations

The learner can:

1.1 Identify organisations that share common or complementary objectives to own organisation.

1.2 Evaluate the feasibility of collaboration with identified organisations.

1.3 Evaluate the potential benefits of collaboration.

1.4 Develop a business case for collaboration with identified organisations.

Outcome 2: Be able to agree the strategic aims and objectives of collaboration

The learner can:

2.1 Agree the strategic aims and objectives of collaboration internally and with other organisations.

2.2 Agree the benefits each organisation expects to receive from collaboration.

Outcome 3: Be able to agree methods and expected outcomes of collaboration

The learner can:

3.1 Agree the actions each organisation will take and when.

3.2 Agree the expected outcomes of collaboration.

3.3 Agree arrangements for communication.

3.4 Agree process of collaboration review.

Outcome 4: Be able to instigate and sustain a collaborative relationship with another organisation

The learner can:

4.1 Implement agreed actions at agreed times.

4.2 Maintain communication and provide support to other organisations.

Outcome 5: Be able to review and evaluate the collaboration with another organisation

The learner can:

5.1 Review and evaluate the extent to which the aims and objectives of collaboration have been achieved.

5.2 Make a decision on whether to continue with the collaboration in the future.

5.3 Determine any changes to be made to the collaboration if it were to continue.

Unit 512 Examine staff turnover issues in own area of responsibility

Level: 5
Credit value: 4
UAN: A/600/9664

Unit aim

This unit aims to provide the skills and knowledge required to examine staff turnover issues in the learners own area of responsibility.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to examine the reasons for, and impact of, staff turnover whilst maintaining confidentiality in own area of responsibility
2. Be able to compare staff turnover rates across organisations
3. Understand how to turn unexpected staffing turnover into opportunities rather than threats

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Assessment

For those assessment criteria which are performance related the most likely form of evidence is assessor observation.

Unit 512 Examine staff turnover issues in own area of responsibility

Learning outcomes and assessment criteria

Outcome 1: Be able to examine the reasons for, and impact of, staff turnover whilst maintaining confidentiality in own area of responsibility

The learner can:

1.1 Identify information about staff turnover.

1.2 Examine the reasons for staff turnover in own area of responsibility.

1.3 Analyse the impact of staff turnover on business objectives in own area of responsibility maintaining confidentiality.

Outcome 2: Be able to compare staff turnover rates across organisations

The learner can:

2.1 Examine staff turnover rate with similar organisations.

2.2 Assess staff turnover in own organisation against other organisations.

Outcome 3: Understand how to turn unexpected staffing turnover into opportunities rather than threats

The learner can:

3.1 Analyse unexpected staffing turnover and use research tools or techniques as appropriate.

Appendix 1 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.

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
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: information on how to register for GOLA/e-volve assessments.

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Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 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	T: +44 (0)844 543 0000 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	T: +44 (0)844 543 0000 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA/e-volve, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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