

Level 1 NVQ Certificate in Customer Service (4430-01)

Qualification handbook for centres
500/9348/4



www.cityandguilds.com
October 2017
Version 2.2

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Version and date	Change detail	Section
2.1 October 2015	Removed last registration date and last certification date	Introduction to the qualification
2.2 October 2017	Added GLH and TQT details	Introduction to the qualification
	Removed QCF	Introduction to the qualification and Appendix 1

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 1 NVQ Certificate in Customer Service
GLH	153
TQT	220
City & Guilds qualification number	4430-01
Qualification accreditation number	500/9348/4

The level 1 City & Guilds NVQ Certificate in Customer Service qualification aims to give a basic knowledge, understanding and experience of dealing with customers in any environment or to recognise existing good practice. It will help those in a customer facing role to adopt and maintain behaviours and language appropriate to the provision of good customer service. They may go on to a customer facing role in any industry or job role or use their skills to support the service needs of a team.

Contacting the Sector Skills Body (SSB)

The Council for Administration (CFA)

Tel: 020 7091 9620

Website: www.cfa.uk.com

The Institute of Customer Service (ICS)

Tel: 01206 571 716

Fax: 01206 546 688

Website: www.instituteofcustomerservice.com

1.1 Qualification structure

To achieve the **Level 1 NVQ Certificate in Customer Service**, learners must achieve:

Minimum Credit Value: 22

A minimum of **12 credits** must be at **level 1**

The learner must achieve **8 credits** from the **Mandatory Units**

A further 14 credits must be achieved by completing a **minimum of one unit** from each **Optional Group**.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits.

City & Guilds unit number	Mandatory Units - Customer Service Foundations	Level	Credit	GLH
4430-101	Communicate using customer service language (F1)	1	4	30
4430-201	Follow the rules to deliver customer service (F2)	2	4	30
City & Guilds unit number	Optional Units - Impression and Image	Level	Credit	GLH
4430-102	Maintain a positive and customer-friendly attitude (A1)	1	5	33
4430-103	Adapt your behaviour to give a good customer service impression (A2)	1	5	33
4430-202	Communicate effectively with customers (A3)	2	5	33
4430-203	Give customers a positive impression of yourself and your organisation (A4)	2	5	33
4430-204	Promote additional services or products to customers (A5)	2	6	40
4430-205	Process information about customers (A6)	2	5	33
4430-206	Live up to the customer service promise (A7)	2	6	40
4430-207	Make customer service personal (A8)	2	6	40
4430-208	Go the extra mile in customer service (A9)	2	6	40
4430-209	Deal with customers face to face (A10)	2	5	33
4430-210	Deal with incoming telephone calls from customers (A11)	2	5	33
4430-211	Make telephone calls to customers (A12)	2	6	40
City & Guilds unit number	Optional Units - Delivery	Level	Credit	GLH
4430-104	Do your job in a customer-friendly way (B1)	1	5	33
4430-212	Deliver reliable customer service (B2)	2	5	33
4430-213	Deliver customer service on your customer's premises (B3)	2	5	33
4430-214	Recognise diversity when delivering customer service (B4)	2	5	33
4430-215	Deal with customers across a language divide (B5)	2	8	53
4430-216	Use questioning techniques when delivering customer service (B6)	2	4	27
4430-217	Deal with customers using bespoke software (B7)	2	5	33
4430-218	Maintain customer service through effective hand over (B8)	2	4	27

City & Guilds unit number	Optional Units - Handling Problems	Level	Credit	GLH
4430-105	Recognise and deal with customer queries, requests and problems (C1)	1	5	33
4430-106	Take details of customer service problems (C2)	1	4	27
4430-219	Resolve customer service problems (C3)	2	6	40
4430-220	Deliver customer service to difficult customers (C4)	2	6	40

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 NVQ Certificate in Customer Service	153	220

1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 NVQ Certificate in Customer Service
- Level 2 Certificate in Customer Service
- Customer Service Apprenticeship
- NVQ/SVQs in other work-related areas (for example Administration, Retail, Contact Centres Accounting, IT and other technical sectors)

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Candidate logbook / recording forms	TBA
Centre guide	www.cityandguilds.com
Promotional materials	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 1 NVQ in Customer Service (4543-01) will be given automatic approval for the new Level 1 NVQ Certificate in Customer Service (4430-01). Existing sanctions will apply to the new qualifications.

Centres not already offering City & Guilds qualifications in this subject area

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 1 for further information.

Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 1 for further information.

2.1 Resource requirements

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors, internal verifiers and external verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification. They must be able to demonstrate that they meet the following occupational expertise requirements. They should:

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

The Assessor, IV and EV working at Level 1 must have:	This can be evidenced by:	A	IV	EV
A thorough understanding of the National Occupational Standards in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
	explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies ,UKCES, Accreditation Bodies and the ICS		✓	✓
	explaining the differences between the 4 UK Countries	✓	✓	✓
Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
	attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
	reading Customer Service publications and articles	✓	✓	✓
	regularly looking at the ICS Website for new developments	✓	✓	✓
	keeping up to date with media news regarding Customer Service	✓	✓	✓
	joining the ICS	✓	✓	✓
Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQs Level 1	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
	achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1	gathering feedback from a variety of employers and centres	✓	✓	✓
	curriculum vitae and references/testimonies	✓	✓	✓
Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

Employer Direct Model

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

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

The organisation must:

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

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Wherever possible, assessment of the Customer Service National NVQ Units should be carried out in a **real job (either paid or voluntary)**. Where this is not possible this the Institute of Customer Service (ICS) Assessment Strategy does allow for:

Simulation

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

The use of **simulation** for the following Level 1 NVQ Units only:

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems

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

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

Realistic Working Environment (RWE)

The use of a Realistic Working Environment including work experience and work placement is allowed for all units in the Level 1 and Level 2 NVQ.

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

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

- a assessments must be carried out under realistic business pressures, using real customers and within a defined service offer
- b all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
- c candidates must be expected to achieve a volume of work comparable to normal business practices
- d the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards
- e account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- f candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at the relevant level
- g candidates must show that their productivity reflects those found in the work situation being represented

All other Units must be achieved in a **real working situation (either paid or voluntary)**

Age restrictions

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:

- Evidence requirements in each Customer Service unit
- Useful material is available on SmartScreen www.smartscreen.co.uk
- Useful material is available from www.instituteofcustomerservice.com

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessment:

- a portfolio of evidence which covers the assessment criteria for each unit or combination of units as applicable to the qualification being undertaken

Time constraints

The following time constraint must be applied to the assessment of this qualification:

- Assessment must be completed within the candidate's period of registration.

4.2 Evidence requirements

- Evidence requirements are included as part of the unit content in this document.

4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

RPL is allowed for this qualification and is not sector specific

This qualification is subject to an assessment strategy produced by the Institute of Customer Service (ICS) March 2010 and can be located on their website
www.instituteofcustomerservice.com

5 Units

Availability of units

The Customer Service units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a Standard Setting Body (SSB)
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- evidence requirements.

Unit 101

Communicate using customer service language

Level: 1

Credit value: 4

NDAQ number: F/601/1609

Unit aim

This unit is about the language and basic principles that are the heart of customer service and the skills needed to communicate effectively with customers and colleagues. It also covers how the learner fits into the customer service picture in their organisation and the contribution of their job to good customer service. The individual needs to be able to describe and explain the services or products that their organisation offers and how it delivers customer service.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

- 1 Identify customers and their characteristics and expectations
- 2 Identify their organisation's services and products
- 3 Know how to communicate using customer service language

Guided learning hours

It is recommended that 30 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 F1 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.

Outcome 1: Identify customers and their characteristics and expectations

Assessment Criteria

The learner can:

- 1.1 recognise typical customers and their expectations
- 1.2 discuss customer expectations with colleagues using recognised customer service language
- 1.3 follow procedures through which they and their colleagues deliver effective customer service

Outcome 2: Identify their organisation's services and products

Assessment Criteria

The learner can:

- 2.1 outline their organisation's services and products to customers
- 2.2 greet customers politely and positively
- 2.3 list the information they need to deliver effective customer service and where that information can be found

Outcome 3: Know how to communicate using customer service language

Assessment Criteria

The learner can:

- 3.1 identify the differences between an internal customer and an external customer
- 3.2 list their organisation's services or products
- 3.3 describe the connection between customer expectations and customer satisfaction in customer service
- 3.4 describe why organisation procedures are important to good customer service
- 3.5 explain why teamwork is central to good customer service
- 3.6 identify the service offer of their organisation
- 3.7 identify the part they play in delivering customer service
- 3.8 identify who are their customers
- 3.9 describe the main characteristics of typical customers that they deal with
- 3.10 identify what impresses their customers and what annoys their customers
- 3.11 identify who's who and who does what to deliver customer service in their organisation
- 3.12 describe the kinds of information they need to give good customer service to customers
- 3.13 explain how to find information about their organisation's services or products

- 3.14 list typical customer service problems in their work and who should be told about them
- 3.15 explain how the way they behave affects their customer's service experience

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 The 'organisation' from which you draw your evidence must be the organisation you work for or the organisation in which you have realistic work experience. The 'organisation' may be the whole of the organisation or the business unit, division or department with which you are involved.

Level: 2

Credit value: 4

NDAQ number: L/601/1614

Unit aim

This unit requires the learner to and understand the all rules that apply to customer service delivered by their organisation and how they apply to the learner and their job.

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

- 1 Follow their organisation's customer service practices and procedures
- 2 Know how to follow the rules to deliver customer service

Guided learning hours

It is recommended that 30 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 F2 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.

Outcome 1: Follow their organisation's customer service practices and procedures

Assessment Criteria

The learner can:

- 1.1 follow organisational practices and procedures that relate to their customer service work
- 1.2 recognise the limits of what they are allowed to do when delivering customer service
- 1.3 refer to somebody in authority when they need to
- 1.4 work in a way that protects the security of customers and their property
- 1.5 work in a way that protects the security of information about customers

Outcome 2: Know how to follow the rules to deliver customer service

Assessment Criteria

The learner can:

- 2.1 describe organisational practices and procedures that relate to their customer service work
- 2.2 identify the limits of what they are allowed to do when delivering customer service
- 2.3 explain when and how they should refer to somebody in authority about the rules for delivering customer service
- 2.4 explain how they protect the security of customers and their property
- 2.5 explain how they protect the security of information about customers
- 2.6 describe their health and safety responsibilities as they relate to their customer service work
- 2.7 explain their responsibilities to deliver customer service treating customers equally
- 2.8 explain why it is important to respect customer and organisation confidentiality
- 2.9 list the main things they must do and not do in their job under legislation that affects their customer service work
- 2.10 list the main things that they must do and not do in their job under external regulations that affect their customer service work

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 The 'organisation' from which you draw your evidence must be the organisation you work for or the organisation in which you have realistic work experience. The 'organisation' may be the whole of the organisation or the business unit, division or department with which you are involved.
- 5 You must provide evidence of following the rules to deliver customer service:
 - a during routine delivery of customer service
 - b during a busy time in your job
 - c during a quiet time in your job
 - d when people, systems or resources have let you down

Unit 102

Maintain a positive and customer-friendly attitude

Level: 1

Credit value: 5

NDAQ number: R/601/1209

Unit aim

This Unit the learner's attitude and the way the learner behaves towards customers affects customer satisfaction. Simply following procedures may not be enough to provide good customer service. Customers like to deal with organisations whose staff show that they are willing and keen. Customers like to think that staff want to help and they can show this by being friendly and positive and giving customers complete personal attention.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

- 1 Show the right attitude for customer service
- 2 Show appropriate and positive behaviours to customers
- 3 Know how to maintain a positive and customer-friendly attitude

Guided learning hours

It is recommended that 33 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 A1 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.

Outcome 1: Show the right attitude for customer service

Assessment Criteria

The learner can:

- 1.1 speak to customers clearly and put them at their ease
- 1.2 recognise how customers are feeling and establish a rapport with them
- 1.3 show customers that you are willing and enthusiastic at all times
- 1.4 recognise that each customer is different and treat them as an individual
- 1.5 show customers respect at all times and under any circumstances
- 1.6 show customers that you can be relied on
- 1.7 show colleagues respect at all times and under any circumstances
- 1.8 show colleagues that you can be relied on

Outcome 2: Show appropriate and positive behaviours to customers

Assessment Criteria

The learner can:

- 2.1 recognise and respond when a customer wants or needs attention
- 2.2 greet customers politely and positively
- 2.3 focus on customers and ignore distractions which are not important to them
- 2.4 react appropriately to situations that are important enough to interrupt their work with a customer
- 2.5 thank customers for the information they have given or for doing business with your organisation
- 2.6 help colleagues to provide good customer service

Outcome 3: Know how to maintain a positive and customer-friendly attitude

Assessment Criteria

The learner can:

- 3.1 identify signs that a customer gives when seeking attention
- 3.2 describe what rapport looks, sounds and feels like
- 3.3 identify what unimportant distractions are
- 3.4 identify what is important enough to interrupt their work with a customer
- 3.5 identify positive and negative body language and facial expressions

- 3.6 state how people are different and have different expectations for many reasons such as their age, culture and personality

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any evidence within this Unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your communication with customers 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.
- 5 You need to include evidence that you are positive and customer-friendly with customers who are:
 - a easy to deal with
 - b difficult to deal with.
- 6 You need to include evidence that you are positive and customer-friendly:
 - a during routine delivery of customer service
 - b during a busy time in your job
 - c during a quiet time in your job.

Unit 103

Adapt your behaviour to give a good customer service impression

Level: 1

Credit value: 5

NDAQ number: L/601/1211

Unit aim

This unit is all about how the learner's behaviour affects the way customers see them. Some customers expect different things from the service they offer but there are basic acceptable standards of behaviour and attitudes that they need to achieve. Their managers and supervisors also expect them to meet those standards. When they create the right impression and show a positive attitude they reduce the risk of somebody being upset or offended by the way they deal with them. This unit is appropriate for learners who have done jobs where they had limited contact with customers, are experiencing customer service work for the first time or are just starting their first job. If a learner has already successfully done full or part-time work dealing directly with customers, this may not be the right unit for them and they should consider the unit - "Maintain a positive and customer-friendly attitude".

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

- 1 Look and act the part in order to provide a good customer service impression
- 2 Relate to their customers and to colleagues effectively
- 3 Know how to adapt their behaviour to give a good customer service impression

Guided learning hours

It is recommended that 33 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 A2 of the Customer Service NOS.

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.

Outcome 1: Look and act the part in order to provide a good customer service impression

Assessment Criteria

The learner can:

- 1.1 dress for customer service work in the way their organisation expects
- 1.2 show they are working hard and making efforts to impress customers
- 1.3 be in the right place at the right time to give a good impression and deliver good customer service
- 1.4 show good manners when dealing with customers

Outcome 2: Relate to their customers and to colleagues effectively

Assessment Criteria

The learner can:

- 2.1 explain the benefits of dealing with customers face to face or by telephone rather than using text, e-mail or writing
- 2.2 talk clearly to customers using words that they can understand
- 2.3 talk to customers without using language that they would consider to be bad
- 2.4 show a willing and friendly attitude when dealing with customers without being over-familiar
- 2.5 help and cooperate with colleagues to give good service to customers

Outcome 3: Know how to adapt their behaviour to give a good customer service impression

Assessment Criteria

The learner can:

- 3.1 identify how the way they dress affects the way that customers react to the service they provide
- 3.2 describe why customers may see particular types of dress as inappropriate and how their organisation expects them to dress
- 3.3 state why it is important for customers to feel that they are working hard to give them an excellent service
- 3.4 state why good timekeeping and making sure they are where they are expected to be is important to giving excellent customer service
- 3.5 describe what behaviour is considered by most customers to be “good manners” and what is considered to be “bad manners” or rudeness

- 3.6 identify what customers and colleagues might consider to be bad language and why it may offend people
- 3.7 identify why customers feel better about the service they receive if they have a willing and friendly attitude
- 3.8 describe how to behave so that they appear to be willing and friendly with customers without being over-familiar
- 3.9 identify what they can do to cooperate with colleagues in giving customer service and why that might be helpful

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any evidence within this Unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your communication with customers 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.
- 5 You need to include evidence that you are positive and customer-friendly with customers who are:
 - a easy to deal with
 - b difficult to deal with.
- 6 You need to include evidence that you are positive and customer-friendly:
 - a during routine delivery of customer service
 - b during a busy time in your job
 - c during a quiet time in your job.

Level: 1
Credit value: 5
NDAQ number: A/601/1205

Unit aim

The customer service that the learner's organisation gives is affected by the way they do their job. Whatever job the learner is doing, customers expect them to do it properly. They also expect the learner to consider their wishes and feelings while they are doing it. Doing their job properly involves following procedures and doing the tasks in their job correctly as well as having the appropriate relationship with customers. This Unit covers how the learner does their job with their customer in mind in a way that the organisation and supervisors find acceptable. It will help the learner to understand the parts of their job that are most important to good customer service.

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

- 1 Do their job in a customer friendly way
- 2 Know how to do their job in a customer-friendly way

Guided learning hours

It is recommended that 33 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 B1 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.

Outcome 1: Do their job in a customer friendly way**Assessment Criteria**

The learner can:

- 1.1 make a good first impression
- 1.2 follow the dress code of their organisation and present the right personal image to their customers
- 1.3 do the tasks that make up their job in a way that shows they know what their customers expect and what their organisation offers
- 1.4 show consideration to customers when carrying out the tasks required in their job
- 1.5 respond willingly to routine requests and questions from customers and recognise when to pass a request on to an appropriate colleague
- 1.6 share information with customers about how delivery of the product or service is going
- 1.7 work flexibly to help individual customers without reducing the level of service they give to others
- 1.8 share information with colleagues when they need it to provide good customer service

Outcome 2: Know how to do their job in a customer-friendly way**Assessment Criteria**

The learner can:

- 2.1 describe their organisation's dress code
- 2.2 describe how to do the tasks that make up their job
- 2.3 identify how long parts of the job take to do and how this may affect their customers
- 2.4 describe how to do their own work in an organised way
- 2.5 identify what their customers expect of them and their work
- 2.6 identify the organisations service offer and how this affects the way they do their work
- 2.7 state what they are allowed to do and not allowed to do for customers
- 2.8 state how to do their job in a way that is healthy and safe for them, their customers and their colleagues

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any evidence within this Unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2,3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your evidence must show that you have done your job in a customer-friendly way:
 - a during routine delivery of customer service
 - b during a busy time in your job
 - c during a quiet time in your job.
- 5 You need to include evidence that you are doing your job in a customer-friendly for customers who are:
 - a easy to deal with
 - b difficult to deal with.

Unit 105

Recognise and deal with customer queries, requests and problems

Level: 1

Credit value: 5

NDAQ number: M/601/1508

Unit aim

No matter how good the learner is at providing consistent and reliable customer service, some of their customers will from time to time expect more. They can signal this in various ways and when they do the learner must know how to handle it. Sometimes customers ask different questions and request special treatment. The learner may be able to help them and they certainly need to know who to ask for help if necessary. Some customers may be dissatisfied with the service and may present a problem. The learner's job is to recognise that there is a problem and make sure that the appropriate person deals with it.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

- 1 Recognise and deal with customer queries and requests
- 2 Recognise and deal with customer problems
- 3 Know how to recognise and deal with customer queries, requests and problems

Guided learning hours

It is recommended that 33 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 C1 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 105

Recognise and deal with customer queries, requests and problems

Outcome 1: Recognise and deal with customer queries and requests

Assessment Criteria

The learner can:

- 1.1 deal with queries and requests from customers in a positive and professional way
- 1.2 seek information or help from a colleague if they cannot answer their customer's query or request
- 1.3 obtain help from a colleague if they are not able to deal with their customer's request
- 1.4 always tell their customer what is happening

Outcome 2: Recognise and deal with customer problems

Assessment Criteria

The learner can:

- 2.1 recognise when something is a problem from the customer's point of view
- 2.2 avoid saying or doing anything which may make the problem worse
- 2.3 deal with a difficult customer calmly and confidently
- 2.4 recognise when to pass a problem on to an appropriate colleague
- 2.5 pass the problem on to their colleague with the appropriate information
- 2.6 check that the customer knows what is happening

Outcome 3: Know how to recognise and deal with customer queries, requests and problems

Assessment Criteria

The learner can:

- 3.1 list who in the organisation is able to give help and information
- 3.2 state the limits of what they are allowed to do
- 3.3 identify what professional behaviour is
- 3.4 describe how to speak to people who are dissatisfied
- 3.5 describe how to deal with difficult people
- 3.6 state what customers normally expect
- 3.7 identify how to recognise a problem from what a customer says or does
- 3.8 describe what kinds of behaviours/actions would make situations worse
- 3.9 list the organisational procedures they must follow when they deal with problems or complaints
- 3.10 identify the types of behaviour that may make a problem worse

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is also allowed for evidence within this Unit but ideally this should be based on either previous or existing experience from a work placement, a realistic working environment or real work. (Guidelines for the assessment of Simulated Activities and a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your evidence must include examples of problems which are:
 - a brought to your attention by customers
 - b identified first by you and/or by your colleagues.
- 5 The problems 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.

Level: 1

Credit value: 4

NDAQ number: T/601/1509

Unit aim

However good the customer service of the learners' organisation is, some problems will occur. Learners may not have the authority or experience to deal with the problem by themselves so it is important to collect helpful information for those who will deal with it. The learner will need to be able to identify that there is a problem, discover detailed information about that problem and pass on the information so that the problem can be tackled. This unit is about how to collect information about a customer service problem, pass it to the right people in the organisation and keep the customer informed about what is being done.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

- 1 Respond to customers who raise a problem
- 2 Gather details from customers who raise a problem
- 3 Pass details of problems raised by customers to the colleague who can deal with them
- 4 Know how to take details of customer service problems

Guided learning hours

It is recommended that 27 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 C2 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.

Outcome 1: Respond to customers who raise a problem**Assessment Criteria**

The learner can:

- 1.1 recognise when their customer is raising a problem
- 1.2 respond to their customer calmly and helpfully
- 1.3 take details that will identify their customer

Outcome 2: Gather details from customers who raise a problem**Assessment Criteria**

The learner can:

- 2.1 ask their customer questions to clarify what has or has not happened to cause a problem
- 2.2 check their understanding of what their customer sees as the problem
- 2.3 ask their customer questions to clarify the customer's expectations about the service or product that is now causing a problem
- 2.4 note the details of what their customer tells them about the problem
- 2.5 confirm with their customer details of what the customer has told them about the problem

Outcome 3: Pass details of problems raised by customers to the colleague who can deal with them**Assessment Criteria**

The learner can:

- 3.1 collect details of any reference codes or identifiers which their organisation uses to identify the customer transaction that is now causing a problem
- 3.2 gather any other details that are relevant to resolving the problem from colleagues, customer service records or product specifications
- 3.3 tell their customer what they will do with the details of the problem so that action is taken
- 3.4 tell their customer what to expect without making customer service promises that may not be met
- 3.5 pass the details to a colleague who is able to deal with the problem

Outcome 4: Know how to take details of customer service problems

Assessment Criteria

The learner can:

- 4.1 identify customer expectations of the organisation's services or products that may cause problems if they are not met
- 4.2 describe how to respond to customers who raise problems in a way that the customers will find calm and helpful
- 4.3 name reference codes or identifiers their organisation uses to identify customers
- 4.4 identify questions that can be used to gather information that will be most helpful in resolving a problem
- 4.5 state details their organisation needs to resolve a problem
- 4.6 describe details their organisation uses to identify specific customer transactions
- 4.7 name the appropriate colleagues to whom details of problems should be passed
- 4.8 identify their organisation's preferences for the way in which details of problems should be passed on

Evidence requirements

- 1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is also allowed for evidence within this Unit but ideally this should be based on either previous or existing experience from a work placement, a realistic working environment or real work. (Guidelines for the assessment of Simulated Activities and a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)
- 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 with different customers on different occasions for your assessor to be confident that you are competent.
- 4 You need to include evidence of taking details of customer service problems from customers who are:
 - a easy to deal with
 - b difficult to deal with.
- 5 You may include evidence that you have passed details to a colleague able to deal with the problem either verbally or in writing.

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.

Providing City & Guilds qualifications – a guide to centre and qualification approval

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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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***
Find out how to register and certificate candidates on line
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

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Skills for a brighter future



www.cityandguilds.com

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, Registrations/enrolment, Certificates, 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, GOLA, 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_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

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