



***VTCT Customer
Service Suite***

Assessment Guidance

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Units

Assessment guidance is provided in this document are for some assessment criterion for the Customer Service Qualifications. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive

UBU1 / CS 1:

Understand working in a customer service environment

Unit reference number: L/506/2083

QCF level: 1

Credit value: 3

GLH: 25

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance	
1	Know the importance of customer service	1.1 State what is meant by customer service		
		1.2 State why effective customer service is important to an organisation		
2	Know the factors affecting customer service	2.1 Outline the difference between an internal and an external customer		
		2.2 State how to identify customers' needs and expectations		
		2.3 List information sources needed to deliver reliable customer service		
		2.4 Describe the relationship between customer expectations and customer satisfaction		If you meet customer expectations then the customer will be satisfied. If the customers' expectations are not met then they will be unsatisfied
3	Know how to work in a customer service role	3.1 Identify personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services		A service offer defines the extent and limits of the customer service that an organisation is offering
		3.2 Identify the job roles within a team delivering customer service		Legislation and organisational requirements will depend on the industry and organisation. The learner should be aware of what these are for an identified organisation
		3.3 State the standards of personal presentation and behaviour expected by customer service staff in different organisations		
		3.4 State standards and practices that relate to a service offer within different types of organisation		

		3.5 Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role	
		3.6 Describe the procedures for protecting customers' personal information and safety	
		3.7 State the importance of protecting customers' personal information and safety	
4	Know how to refer customer queries and problems to others	4.1 Describe types of customer behaviour that show when a customer is dissatisfied	
		4.2 State the procedures to be followed when dealing with customer queries or problems	
		4.3 State to whom to refer customer queries and problems	

UBU2 / CS 2:

Communication in customer service

Unit reference number: Y/506/2085

QCF level: 1

Credit value: 2

GLH: 14

Assessment guidance

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	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know how to communicate in a customer service role	1.1 Describe different methods of communicating with customers and when it is appropriate to use them	The description of different methods of communicating should not be limited just to the methods <i>currently</i> used by the learner
		1.2 Give examples of positive and negative customer service language	
		1.3 State the importance of speaking clearly	
		1.4 Describe how tone of voice can affect how customers perceive their experience	The customer experience can be in relation to both internal and external customers
		1.5 Describe how body language conveys what someone is thinking or feeling	
		1.6 Define the term “active listening”	
		1.7 List the types of information needed to communicate effectively with customers	
		1.8 State why it is important to pass information and messages to colleagues	
2	Be able to communicate with customers	2.1 Listen “actively” to what customers are saying	Learners should be encouraged to develop a range of methods to check their own understanding of customers’ needs.
		2.2 Check their own understanding of customers’ needs	
		2.3 Summarise information for customers	It should be confirmed that the learner is able to <i>accurately summarise information</i>
		2.4 Check that customers are satisfied with the information provided	

		<p>2.5 Follow organisational standards of behaviour and communication when interacting with customers</p>	<p>2.5 and 2.6 should be in relation to a specific organisation and the learner should demonstrate their competence over time. Where possible, adherence to organisational standards, policies and procedures should be confirmed by a line manager or experienced colleague. Learners should also be aware of <i>which legal requirements</i> affect their communications.</p>
		<p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements when communicating with customers</p>	

UBU6 / CS 3: Record details of customer service problems

Unit reference number: A/506/2094
 QCF level: 1
 Credit value: 3
 GLH: 14

Assessment guidance

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	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know how to process details of customers' problems	1.1 Describe how to recognise when customers are raising problems	
		1.2 State why reference codes are used to identify customers and specific transactions	Reference codes are an organisations unique identifiers for customers
		1.3 Describe different types of questions to ask when processing details of customers' problems	Questions – open and closed questions
		1.4 Describe how to behave and communicate with customers who are dissatisfied	
		1.5 Describe when, why and to whom to refer customers' problems	
2	Be able to gather and record details from customers who raise problems	2.1 Respond to customers calmly and professionally	
		2.2 Take details that will identify individual customers	
		2.3 Identify the nature and likely causes of problems	
		2.4 Check their own understanding of what customers see as a problem	
		2.5 Record details of customers' problems	
		2.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with problems	
3	Be able to refer details of customers' problems to	3.1 Refer customers' problems to the appropriate people	
		3.2 Explain to customers what is happening, without making promises	

colleagues		
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UBU7 / CS 4:

Deal with customer queries, requests and problems

Unit reference number: A/506/2113

QCF level: 1

Credit value: 3

GLH: 11

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance	
1	Know how to deal with customer queries, requests and problems	1.1 List queries and requests that customers are likely to have		
		1.2 Describe how to identify customers' queries, requests and problems		
		1.3 Describe how to behave and communicate with customers who are dissatisfied		
		1.4 Describe the kinds of behaviour and communication that could make a situation worse		Behaviours are actions and mannerisms towards others
		1.5 Describe when, why and from whom to obtain information or help		
		1.6 State to whom and when problems should be referred		
2	Be able to deal with customers' queries and requests	2.1 Deal with queries and requests in a professional way		
		2.2 Provide customers with responses to their queries within the limits of their own authority		
		2.3 Obtain information or help when queries or requests cannot be answered		
		2.4 Keep customers informed of progress		
3	Be able to deal with customers' problems	3.1 Identify the nature of customers' problems		
		3.2 Communicate with customers calmly and confidently		
		3.3 Resolve problems within the limits of their own authority		

	3.4 Brief colleagues when referring problems	
	3.5 Check that customers are satisfied with the actions taken	
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems	

UBU24 / CS 5: Communicate verbally with customers

Unit reference number: D/506/2119
 QCF level: 2
 Credit value: 3
 GLH: 14

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to communicate verbally with customers	1.1 Explain the importance of effective communication in customer service	
		1.2 Explain how tone of voice, choice of expression and body language can affect the way customers perceive their experience	
		1.3 Explain why “ customer service language ” is used	<p>Customer service language could include phrases such as:</p> <ul style="list-style-type: none"> • “my pleasure” • “no problem” • “have a good day” • “thank you for your custom”
		1.4 Describe different questioning techniques that can be used when communicating with customers	<p>Questioning techniques may include, but may not be exclusive to:</p> <ul style="list-style-type: none"> • Open • Closed • Verbal • Written • Probing • Clarification <p>A verbal signal is a phrase or statement said by the customer</p> <p>A non-verbal signal is the body language of the customer</p>
		1.5 Describe verbal and non-verbal signals that show how a customer may be feeling	
		1.6 Describe the types of information	

		needed when communicating verbally with customers	
2	Be able to use customer service language to communicate with customers	2.1 Identify customers' wants and priorities	<p>Listening actively refers to:</p> <ul style="list-style-type: none"> • Asking questions to check information • Repeating information to show understanding • Avoiding distractions, assumptions and interruptions <p>Use body language/facial expressions as if the customer is present</p>
		2.2 Listen “actively” to what customers are saying	
		2.3 Communicate clearly, concisely and professionally with customers	
		2.4 Use a tone of voice and expression that reinforces messages when communicating with customers	
		2.5 Use language that reinforces empathy with customers	
		2.6 Adapt their response in accordance with customers' changing behaviour	
		2.7 Provide information and advice that meets customers' needs	
		2.8 Maintain organisational standards of behaviour and communication when interacting with customers	
		2.9 Check that customers have understood what has been communicated	
		2.10 Adhere to organisational policies and procedures, legal and ethical requirements when communicating verbally with customers	

UBU8 / CS 6: Communicate with customers in writing

Unit reference number: T/506/2126

QCF level: 2

Credit value: 3

GLH: 20

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

		3.4 Adhere to organisational policies and procedures, legal and ethical requirements when communicating with customers in writing	
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UBU19 / CS 7:

Deliver customer service

Unit reference number: A/506/2130

QCF level: 2

Credit value: 5

GLH: 27

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction	
		1.2 Describe the features and benefits of an organisation's products and/or services	Features: Characteristics, attributes and qualities of a product or service Benefits: Advantages, uses, plusses and pros of service or product
		1.3 Explain the importance of treating customers as individuals	
		1.4 Explain the importance of balancing promises made to customers with the needs of an organisation	
		1.5 Explain when and to whom to escalate problems	
		1.6 Describe methods of measuring their own effectiveness in the delivery of customer service	Methods of measuring own effectiveness may include but are not limited to: <ul style="list-style-type: none"> • Customer feedback • Peer feedback • Reviewing performance against targets
2	Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to an organisation	Brand: Label, make, trademark, marque, values
		2.2 Explain how a brand affects an organisation's customer service offer	
		2.3 Explain the importance of using customer service language that supports a brand promise	Customer service language could

			include phrases such as: <ul style="list-style-type: none"> • 'my pleasure' • 'no probelm' • 'have a good day' • 'thank you for your custom'
		2.4 Identify their own role in ensuring that a brand promise is delivered	
3	Be able to prepare to deal with customers	3.1 Keep up to date with an organisation's products and/or services	
		3.2 Prepare resources that are necessary to deal with customers before starting work	
4	Be able to provide customer service	4.1 Maintain organisational standards of presentation and behaviour when providing customer service	
		4.2 Adapt their own behaviour to meet customers' needs or expectations	
		4.3 Respond to customers' requests in line with organisational guidelines	
		4.4 Inform customers of the progress of their requests	
		4.5 Confirm that customers' expectations have been met in line with the service offer	
		4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service	
5	Be able to support improvements to customer service delivery	5.1 Identify ways that customer service could be improved for an organisation and individuals	
		5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery	

UBU20 / CS 8:

Understand customers

Unit reference number: F/506/2131

QCF level: 2

Credit value: 3

GLH: 20

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand different types of customers	1.1 Explain the distinctions between internal and external customers	
		1.2 Explain how cultural factors can affect customers' expectations	Cultural factors can include: <ul style="list-style-type: none"> • Stories portrayed in the media • Industry standard setting
		1.3 Describe the characteristics of challenging customers	
		1.4 Explain how to identify dissatisfied customers	
2	Understand the value of customers and their loyalty	2.1 Explain how the achievement of the customer service offer contributes to enhancing customer loyalty	Service offer is defined as the extent and limits of the customer service that an organisation is offering
		2.2 Explain the relationship between customer satisfaction and organisational performance	
		2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services	
		2.4 Explain the potential consequences of customers' dissatisfaction	
		2.5 Describe different methods of attracting customers and retaining their loyalty	

UBU21 / CS 9:

Principles of customer service

Unit reference number: J/506/2132

QCF level: 2

Credit value: 4

GLH: 34

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance	
1	Understand customer service	1.1 Explain the purpose and scope of customer service		
		1.2 Define the term “service offer”		
		1.3 Explain the value of a “service offer” to an organisation		
		1.4 Explain the importance of delivering consistently high quality customer service		
		1.5 Explain the importance of keeping up to date with knowledge of competitors’ activities		Competitors are organisations that offer products or services that are similar to those offered by the organisation you are employed by.
		1.6 Explain barriers to providing effective customer service		
		1.7 Describe the features of effective follow-up service		
2	Understand how legal and ethical requirements relate to customer service	2.1 Describe how sales and consumer-related legislation and regulations affect the delivery of customer service	Sales and consumer legislation and regulations may include, but are not limited to: <ul style="list-style-type: none"> • Consumer Credit Act • Sale of Goods Act • Supply of Goods & Services Act • Distance Selling Regulations • Treating Customer Fairly (TCF) 	
		2.2 Describe how health, safety and environmental legislation affects customer service delivery	Health, safety and environmental legislation may include, but is not limited to: <ul style="list-style-type: none"> • Environment and Safety 	

			<p>Information Act</p> <ul style="list-style-type: none"> • Health and Safety at Work Act
		2.3 Explain how ethical considerations affect customer service	<p>Ethical considerations may include, but are not limited to:</p> <ul style="list-style-type: none"> • corporate social responsibility (CSR) • 'Fairtrade' • globalisation • sustainability • social enterprise • work-life balance
		2.4 Explain how equality legislation affects customer service	<p>Equality legislation may include, but is not limited to:</p> <ul style="list-style-type: none"> • Equality Act 2010
		2.5 Describe how legislation affects the use and storage of customer information	
3	Understand how to deliver effective customer service	3.1 Explain the difference between customers' wants, needs and their expectations	
		3.2 Explain how to identify customers' needs and expectations	
		3.3 Explain the importance of managing customers' expectations	<p>Customer expectations are what customers think should happen; and how they think they should be treated when asking for, or receiving customer service.</p>
		3.4 Explain how to behave in a way that meets customers' expectations	
		3.5 Describe techniques that can be used to put customers at ease and gain their trust	
		3.6 Explain the importance of following up actions and keeping promises when delivering customer service	
4	Understand the management of customer service information	4.1 Explain how customer service information can be used	
		4.2 Explain the importance of systems to manage customer service information	
		4.3 Explain the uses of systems to manage customer service information	<p>Systems may include, but are not limited to:</p> <ul style="list-style-type: none"> • Records • Archives • Customer Contact Systems
		4.4 Identify the features of an effective customer complaints process	

	4.5 Describe the uses of a customer complaints process	
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UBU9 / CS 10: Deal with incoming telephone calls from customers

Unit reference number: H/506/2154

QCF level: 2

Credit value: 3

GLH: 16

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to deal with incoming customer calls	1.1 Explain why an organisation should have guidance on dealing with telephone calls	<p>Identity checking processes could include but not be exclusive to:</p> <ul style="list-style-type: none"> • Third party verification (TPV) • Passwords • Passport/bank account numbers
		1.2 Explain why an organisation should have an identity checking process	
		1.3 Explain the importance of keeping customer information up to date	
		1.4 Explain the importance of keeping customers informed of the progress of their call	
		1.5 Describe how body language and facial expressions can be detected over the telephone	
		1.6 Describe different questioning techniques used when dealing with incoming calls	
		1.7 Explain how to handle abusive calls	
2	Be able to establish the purpose of incoming customer calls	2.1 Verify the identity of callers in line with organisational guidelines	<p>Listening actively refers to:</p> <ul style="list-style-type: none"> • Asking questions to check information • Repeating information to show understanding • Avoiding distractions, assumptions and interruptions • Using body language/facial
		2.2 Speak clearly, concisely and politely using speech and tone to create a rapport	
		2.3 Adapt their own communication style to meet customers' needs	
		2.4 Listen actively to what customers are saying to collect as much information as possible	
		2.5 Use questioning techniques that	

		are appropriate to the conversation	expressions as if the customer is present
		2.6 Record information in line with organisational guidelines	
3	Be able to deal with customer questions and requests	3.1 Respond in a way that best meets customer and organisational requirements	
		3.2 Give clear and concise information that meets customers' needs	
		3.3 Manage the length of the conversation	
		3.4 Confirm that the customer is satisfied with the outcomes of the conversation	
		3.5 Complete agreed post-call follow up actions	

UBU10/ CS 11:

Make telephone calls to customers

Unit reference number: K/506/2155

QCF level: 2

Credit value: 3

GLH: 16

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to make telephone calls to customers	1.1 Explain the legislation and regulations relating to the use of customer information when planning to make calls	
		1.2 Explain the importance of keeping customer information up to date	
		1.3 Explain the reasons for organisational guidance on dealing with telephone calls	
		1.4 Explain the reasons for organisational identity checking processes	
		1.5 Explain how body language and facial expressions can be detected over the telephone	
		1.6 Describe different questioning techniques when dealing with customers	
		1.7 Explain organisational guidelines for what can and cannot be said or promised	
		1.8 Explain how to handle abusive calls from customers	
2	Be able to plan telephone calls to customers	2.1 Identify the objective(s) of calls	
		2.2 Prepare the information needed to make calls	
		2.3 Plan the structure of calls	
		2.4 Identify customers' likely responses and how they can be dealt with	
3	Be able to make telephone calls	3.1 Use telecommunications equipment in accordance with	

to customers	organisational standards	
	3.2 Confirm the identity of customers in line with organisational guidelines	
	3.3 Make the customer aware of the purpose of the call as early as possible	
	3.4 Speak clearly, concisely and politely, using speech and tone to create rapport	
	3.5 Adapt their own communication style to meet customers' needs	
	3.6 Listen actively to what customers are saying to collect as much information as possible	
	3.7 Give clear and concise information that meets customers' needs	
	3.8 Record information in line with organisational guidelines	
	3.9 Complete agreed follow up actions after closing the telephone call	

UBU26 / CS 12:

Promote additional products and/or services to customers

Unit reference number: L/506/2133

QCF level: 2

Credit value: 2

GLH: 14

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

UBU11 / CS 13:

Process information about customers

Unit reference number: R/506/2134

QCF level: 2

Credit value: 3

GLH: 14

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to process customer information	1.1 Describe the functions of customer information systems	The description should be in relation to the customer information systems in use at the learner's place of employment
		1.2 Explain the way in which legislation and regulatory requirements affect the processing of customer information	The explanation should specifically identify appropriate legislation and regulatory requirements
		1.3 Explain different responsibilities and levels of authority for processing customer service information	The learner should be able to explain their own responsibilities and level of authority and have an understanding of when and what to refer to others
		1.4 Explain the reliability of sources of customer information	It is expected that the learner will be able to give examples of sources of information and make comparisons about their respective reliability
		1.5 Explain the validity of customer information	
2	Be able to process customer information	2.1 Record information about customers in line with organisational standards and procedures	2.1 and 2.2 should be addressed in relation to a specific organisation and the learner should demonstrate their competence overtime. Where possible, adherence to organisational standards, policies and procedures should be confirmed by a line manager or experienced colleague. Learners should also have an understanding of which legal requirements affect their activities
		2.2 Keep customer information up to date	
		2.3 Respond to requests for	The learner should be able to

	customer information from authorised people in a timely manner	differentiate between authorised and unauthorised people
	2.4 Retrieve customer information that meets the requirements of the request	
	2.5 Supply customer information in a format appropriate for the recipient	Where an organisation adopts a standardised format , over which the learner has no control, this AC can be met by 'what if' scenarios
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when processing customer information	See 2.1

UBU27 / CS 14:

Exceed customer expectations

Unit reference number: Y/506/2135

QCF level: 2

Credit value: 3

GLH: 15

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to exceed customer expectations	<p>1.1 Explain how customers form expectations of the service they will receive</p> <p>1.2 Explain legislation, organisational policies and procedures that can limit or vary the service offer</p>	<p>The service offer is defined as the extent and limits of the customer service that an organisation is offering*</p> <p>Legislation could include:</p> <ul style="list-style-type: none"> • Sale of Goods Act 1979 (as amended) • Age restrictive legislation covering for e.g. the sale of: <ul style="list-style-type: none"> ○ Tobacco (Children and Young Persons (Protection from Tobacco) Act 1991 ○ Children and Young Person (Sale of Tobacco) Order 2007 ○ Alcohol products (licensing Act 2003) ○ Spray paint (Anti social Behaviour Act 2003) ○ Knives (Criminal Justice Act 1988 etc. ○ Equality Act 2010 ○ H&S at Work Act 1988 <p>Organisational polices – this will depend on the organisation you are employed by but include, for example:</p>

			<ul style="list-style-type: none"> • Time in which goods can be returned (returns policy) • Gift receipts • Condition in which goods can be returned Validity of gift vouchers –expiry date • Availability of the service offer • Restrictions on the service offer, e.g. one per household, per customer • H&S at work implications of any offer e.g. working hours
		1.3 Explain the types of actions that customers are likely to perceive as adding value	Added value is the extra, over and above the basic product or service offer that an organisation makes to its customers. This added value represents extra benefits that can truly delight the customers and keep them loyal
		1.4 Explain how to recognise when actions taken to offer added value could be built into the service offer	
2	Be able to exceed customer expectations	2.1 Identify differences between customers' expectations and needs and the service offer	
		2.2 Explain the service offer clearly and concisely to customers	
		2.3 Identify options that offer added value without affecting other customers adversely	
		2.4 Make offers to customers within their own authority levels	Offers to customers could include: <ul style="list-style-type: none"> • Providing promotional vouchers • Offering additional service within organisational guidelines • Offering additional services that have been advertised • Making verbal offered as appropriate, e.g. offering something which is approved by organisation but which the customer thinks has come from the individual
		2.5 Take action to ensure that customers are aware that offers made to them have added value and	

	exceed the service offer	
	2.6 Record agreements made and actions taken	

UBU28 / CS 15:

Deliver customer service whilst working on customers' premises

Unit reference number: T/506/2143

QCF level: 2

Credit value: 4

GLH: 20

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance	
1	Understand how to deliver customer service whilst working on customers' premises	1.1 Describe the preparations that need to be made prior to a visit		
		1.2 Explain the importance of being positive about the product and/or service		
		1.3 Explain organisational standards of presentation, behaviour and communication		
		1.4 Explain the purpose of advising customers why work cannot be carried out that has not been previously agreed		
		1.5 Explain how to identify possible risks relating to the work to be carried out		Risks are situations or hazards that could harm, danger or exposure to danger
		1.6 Explain the way in which legislation affects the work to be carried out		
2	Be able to deliver customer service whilst working on customers' premises	2.1 Identify themselves to customers		
		2.2 Take action to ensure that customers know when, why and for how long work will be carried out on their premises		
		2.3 Confirm with customers the nature of work to be carried out on their premises		
		2.4 Keep customers informed of progress, delays, variations to work to be carried out and follow up needed		
		2.5 Treat customers, their premises and property with consideration		

	2.6 Confirm that the customer is satisfied with the outcome	
	2.7 Maintain their own personal safety and security and that of customers whilst on customers' premises	

UBU29 / CS 16: Carry out customer service handovers

Unit reference number: T/506/2157

QCF level: 2

Credit value: 3

GLH: 15

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the customer service handover process	1.1 Explain an organisation's customer service handover procedures	Customer service hand over is when one member of staff presents the needs of the customer to another member of staff. This could be due to a range of factors, including: <ul style="list-style-type: none"> • Shift change • Escalation
		1.2 Explain why it is appropriate to pass responsibility for completing particular customer service actions to colleagues	
		1.3 Explain why, when and how to set reminders to follow up on actions handed over to others	
		1.4 Explain levels of their own responsibility in the customer service handover process	
2	Be able to plan customer service handovers	2.1 Identify the steps in the customer service delivery process that rely on exchanges of information among team members	Customer service issues may include, but are not exclusive to: <ul style="list-style-type: none"> • Complaints • Compliments • Linguistic or cultural barriers
		2.2 Agree with colleagues when to pass customer service issues from one person to another	
		2.3 Agree methods of information exchange	

3	Be able to carry out customer service handovers	3.1 Explain to customers to whom and why a handover is being made	
		3.2 Exchange information with colleagues in line with organisational procedures	
		3.3 Check that actions required by others following handovers have been completed	
		3.4 Identify further actions when the activities required by others have not been completed	<p>Further actions could include but are not exclusive to:</p> <ul style="list-style-type: none"> • Identifying why the action has not been completed • Identifying implications to customer • Escalating to line manager or appropriate colleague
		3.5 Share feedback with colleagues to make improvements to handover processes	

UBU30 / CS 17:

Resolve customer service problems

Unit reference number: A/506/2158

QCF level: 2

Credit value: 5

GLH: 22

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the resolution of customer service problems	1.1 Describe an organisation's customer service and complaints procedures	
		1.2 Describe techniques to identify customer service problems and their causes	
		1.3 Describe techniques to deal with situations where customers become agitated or angry	
		1.4 Explain the limits of their own authority for resolving customers' problems and making promises	
		1.5 Explain the purpose of encouraging customers to provide feedback	
		1.6 Describe methods used to encourage customers to provide feedback	
2	Be able to resolve customer service problems	2.1 Identify the nature and cause of customer service problems	
		2.2 Identify workable options for resolving problems within organisational guidelines	
		2.3 Use the most appropriate method of communication for dealing with customers	
		2.4 Agree with customers the option that best meets their needs and those of the organisation	
		2.5 Keep customers informed of progress	
		2.6 Fulfil promises made to customers during the resolution	

		process	
		2.7 Share customer feedback with others to improve the resolution of customer service problems	
		2.8 Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems	
3	Be able to manage unresolved customer service problems	3.1 Explain to customers the reasons why problems cannot be resolved	
		3.2 Refer customers to other sources of help if their problems cannot be resolved	

UBU31 / CS 18:

Deliver customer service to challenging customers

Unit reference number: F/506/2159

QCF level: 2

Credit value: 3

GLH: 16

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the delivery of customer service to challenging customers	1.1 Describe different types of challenging customers in the customer service environment	<p>Challenging customers may have:</p> <ul style="list-style-type: none"> • Problems/questions • Additional needs/requirements • Poor communication skills and language barriers <p>Or be</p> <ul style="list-style-type: none"> • Angry • Unreasonable • confused
		1.2 Explain an organisation's procedures and standards of behaviour for dealing with challenging customers	
		1.3 Explain behaviours that make it challenging to deal with customers	<p>Behaviours may include but are not exclusive to:</p> <ul style="list-style-type: none"> • Aggression • Frustration • Irritation • Confrontation
		1.4 Explain the difference between assertive and aggressive behaviour	
		1.5 Describe techniques to deal with customers' challenging behaviour	<p>Techniques may include but are not limited to:</p> <ul style="list-style-type: none"> • Active listening • Asking questions • Showing empathy • Using positive body language • Taking action
		1.6 Explain their own levels of authority for agreeing actions outside	<p>Service offer defines the extent and limits of the customer service that an</p>

		the service offer	organisation is offering
		1.7 Explain why it is important that colleagues are informed when challenging customers re-open or escalate matters	
2	Be able to deal with challenging customers	2.1 Identify the signs that indicate that a customer is challenging	Signs may include but are not exclusive to: <ul style="list-style-type: none"> • Aggression • Annoyance • Irritation • Confusion • Closed body language
		2.2 Express understanding of customers' point of view without admitting liability	
		2.3 Explain to customers the limits of the service they can offer	
		2.4 Explain to customers the reasons for an organisation's position and policy	
		2.5 Agree a way forward that balances customer satisfaction and organisational needs	
		2.6 Obtain help from colleagues when options for action are beyond their level of authority	
		2.7 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with challenging customers	

UBU32 / CS 19:

Develop customer relationships

Unit reference number: Y/506/2149

QCF level: 2

Credit value: 3

GLH: 18

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to develop customer relationships	1.1 Describe the importance of developing relationships with customers	
		1.2 Explain the value of customer loyalty and retention	
		1.3 Explain how customers' expectations may change over time	
		1.4 Explain the use of customer feedback as a means of developing customer relationships	
		1.5 Explain the limits of their own authority to make alternative service offers to customers	Alternative service offers may include: <ul style="list-style-type: none"> • Product replacement or upgrade • Refund • Compensation • Additional support • Extended warranties
		1.6 Describe the use of Customer Relationship Management systems and processes to meet customers' expectations	Customer relationship management systems may be software applications or paper-based systems to manage customer data
		1.7 Explain the importance of regular communication in the development of both internal and external customer relationships	
2	Be able to develop relationships with customers	2.1 Give help and information that meets or exceeds customers' expectations	Customer expectations are what customers think should happen and how they think they should be treated when asking for or receiving customer service
		2.2 Identify new ways of helping	

	customers based on their feedback	
	2.3 Share feedback from customers with others	
	2.4 Identify added value that the organisation could offer customers	
	2.5 Bring to customers' attention products or services that may interest them	

UBU33/ CS 20: Support customer service improvements

Unit reference number: T/506/2160

QCF level: 2

Credit value: 3

GLH: 12

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance	
1	Understand how to support customer service improvements	1.1 Describe different sources of information that may help identify ways of improving customer service	Sources of information may include but are not exclusive to: <ul style="list-style-type: none"> • Customer surveys • Research studies • Analysis of data Constraint is a limit or restriction	
		1.2 Describe the constraints on suggesting improvements to customer service		
		1.3 Explain the limits of their own authority in implementing improvements		
2	Be able to identify the potential for improvements to customer service	2.1 Use information from a range of sources to understand the customer experience		
		2.2 Identify potential areas where customer service could be improved from an analysis of information		
		2.3 Make recommendations for improvement that are based on evidence from analysed information		
3	Be able to support the implementation of improvements to customer service	3.1 Implement agreed improvements within the limits of their own authority		Relevant people may include, but are not exclusive to: <ul style="list-style-type: none"> • Colleagues • Managers
		3.2 Inform customers of improvements to customer service		
		3.3 Identify the impact of improvements to customer service and feedback to relevant people		

			<ul style="list-style-type: none">• Shareholders
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UBU34 / CS 21:

Support customers through real-time online customer service

Unit reference number: A/506/2161

QCF level: 2

Credit value: 3

GLH: 15

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to support customers through real-time online customer service	1.1 Explain how an organisation's online customer service system works	Online customer service system could refer to: <ul style="list-style-type: none"> Automated online assistants Instant messages Technical support operator/technical
		1.2 Explain how to navigate their own customer service site	
		1.3 Describe the questioning techniques that may be used when supporting customers through real-time on-line customer services	
		1.4 Explain how to adapt their own communication style to meet customers' ability to use online systems	
2	Be able to establish the customer service support needed by customers	2.1 Identify customers' familiarity with the site	
		2.2 Identify the difficulties faced by customers when navigating websites	
		2.3 Identify the support for customers that will meet their needs	
3	Be able to support online customer service in real-time	3.1 Step through screen sequences while the customer operates the system	
		3.2 Communicate with customers in terms they can understand	
		3.3 Inform customers of what is happening and why certain steps are required	
		3.4 Adhere to organisational policies	

		and procedures, legal and ethical requirements when supporting customers through on-line customer service	
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UBU35 / CS 22:

Support customers using self service equipment

Unit reference number: H/506/2977

QCF level: 2

Credit value: 3

GLH: 18

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to support customers using self-service equipment	1.1 Explain how the self-service equipment works	Self service equipment is a machine that enables a customer to pay for purchases without direct input from the organisation's staff
		1.2 Describe problems that are commonly encountered by customers when using self-service equipment	
		1.3 Explain demonstration techniques to use when supporting customers using self-service equipment	
		1.4 Explain organisational procedures for the use of equipment and fault reporting	
2	Be able to identify the help needed by customers using self-service equipment	2.1 Identify signs that show when a customer is having difficulty with the self-service equipment	
		2.2 Identify a style and level of intervention that meets customers' needs	
3	Be able to help customers to use self-service equipment	3.1 Maintain a professional, polite and approachable manner while monitoring customers' use of equipment	
		3.2 Use staff override functions to enable self-service equipment to be used by customers	
		3.3 Explain to customers how to use the equipment and complete the transaction	
		3.4 Report equipment-related errors	

	and issues to the right person	
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UBU36 / CS 23:

Use social media to deliver customer service

Unit reference number: J/506/2163

QCF level: 2

Credit value: 3

GLH: 18

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

		2.4 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers using social media	
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UBU37 / CS 24:

Provide post-transaction customer service

Unit reference number: K/506/2978

QCF level: 2

Credit value: 5

GLH: 22

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand post-transaction customer service	1.1 Explain organisational policies and procedures for post-transaction customer service	The policies and procedures explained should be in relation to the organisation where the learner carries out post-transactional customer service (LO2)
		1.2 Explain the purposes and range of post-transaction activities	
		1.3 Explain the implications of sales contracts, guarantees and warranties to post-transaction customer service	Where possible the explanation should be in relation to sales, contracts, guarantees and warranties provided by the organisation . If these do not exist, 'what if' scenarios can be used
		1.4 Explain how legislation and regulation affect customers' rights	Specific, relevant examples of legislation and regulation should be referred to an end then explained
		1.5 Explain the advantages and disadvantages of post-transaction customer service programmes	
2	Be able to provide post-transaction customer service	2.1 Implement a programme of planned post-transaction interventions in line with organisational guidelines	A programme should consist of a series of interventions carried out over time
		2.2 Use unplanned opportunities post-transaction to provide customer service	The learner should demonstrate that they are able to <i>recognise</i> unplanned opportunities and take appropriate action to provide customer service over and above what would normally be expected
		2.3 Identify reasons for contacting customers post-transaction	

	2.4 Confirm customers' levels of satisfaction post-transaction	
	2.5 Make recommendations to decision makers to enhance customer satisfaction	The learner should demonstrate that they actively consider ways of enhancing customer satisfaction and make recommendations which are feasible within their real work environment. Candidates should make more than one recommendation over time.
	2.6 Present a professional and helpful image	

UBU52 / CS 25:

Organise and deliver customer service

Unit reference number: L/506/2150

QCF level: 3

Credit value: 5

GLH: 27

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to organise customer service delivery	1.1 Explain how different methods of promoting products and/or services impact on customer service delivery	Methods of promoting of products and/or services could include advertising e.g. TV, online, press, flyers etc.
		1.2 Explain who should be involved in the organisation of customer service delivery	
		1.3 Explain the importance of differentiating between customers' wants, needs and expectations	
		1.4 Explain different ways of segmenting customer groups	Segmentation – the technique used to enable a business to better target its product at the right customers
		1.5 Explain how customer segmentation is used in organising customer service delivery	
		1.6 Explain how to analyse the "customer journey"	Customer journey e.g. points of transaction, points of contact and response mechanisms for each stage of the journey
2	Be able to plan the delivery of customer service	2.1 Identify customers' needs and expectations	
		2.2 Map the "customer journey"	
		2.3 Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service	Systems and structures – the procedures, people, and resources needed to deliver customer service
		2.4 Prepare the resources needed to deliver products and/or services to different types of customers	
		2.5 Plan how to deal with	

		unexpected additional workloads	
		2.6 Allocate priorities to address points of service failure	Service failure – a dissatisfactory service experience
3	Be able to deliver customer service	3.1 Take steps to ensure that the needs of customers are balanced with organisational objectives	
		3.2 Agree realistic and achievable actions with customers	
		3.3 Identify areas for improvement in their own customer service delivery	
		3.4 Adapt their own customer service delivery to meet customers' changing expectations	

UBU53 / CS 26:

Understand the customer service environment

Unit reference number: Y/506/2152

QCF level: 3

Credit value: 5

GLH: 40

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the concepts and practices underpinning customer service delivery	1.1 Explain the value of customer service as a competitive tool	Competitive is as good as or better than others of a comparable nature
		1.2 Explain the process of mapping the customer journey and its importance in delivering effective customer service	
		1.3 Describe techniques used to identify service failures	Service failure is where the customer service standard and/or customer expectations have not been met
		1.4 Explain the concept and importance of the service profit chain	Service profit chain is the relationships between profitability, customer loyalty, and employee satisfaction, loyalty, and productivity
		1.5 Describe methods of measuring organisational effectiveness in the delivery of customer service	
2	Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to customers and to an organisation	Brand is a type of product/service provided by a particular company under a specific name
		2.2 Explain how branding can influence customers' perception of an organisation and its products and/or services	
		2.3 Explain the potential impact of good and poor customer service on a brand	
3	Understand the structure of customer	3.1 Explain the features of different customer service models and customer service standards	
		3.2 Explain the relationship between	

	service	<p>customer service and operational areas of an organisation</p> <p>3.3 Explain the relationship between customer service and continuous improvement processes</p> <p>3.4 Explain the costs and benefits of customer service to an organisation</p> <p>3.5 Explain the impact of organisational values on how customers create their expectations</p> <p>3.6 Explain how organisational values impact on meeting customer expectations</p>	
4	Understand the implications of legislation on customer service delivery	<p>4.1 Explain the implications of consumer-related legislation on customer service delivery</p> <p>4.2 Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information</p>	<p>Consumer-related legislation may include:</p> <ul style="list-style-type: none"> • Sales of Good Act 1979 • Consumer Protection Act 1987

UBU54 / CS 27:

Understand customers and customer retention

Unit reference number: J/506/2910

QCF level: 3

Credit value: 4

GLH: 35

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand Customer Relationship Management (CRM)	1.1 Explain the concept of the “customer experience”	
		1.2 Explain different methods of segmenting and characterising customers	Segmenting and characterising customers can be based on a range of factors, including: <ul style="list-style-type: none"> • Age • Gender • Employment status • Marriage status • Home ownership
		1.3 Explain the purpose and scope of CRM	
		1.4 Describe the features of an effective CRM system	
		1.5 Explain the uses of CRM data in customer service delivery	
2	Understand customer retention	2.1 Explain the term customer retention	
		2.2 Explain the benefits of customer retention to an organisation	
		2.3 Explain the factors that influence customer retention	
		2.4 Describe techniques used to attract and retain customers	
		2.5 Explain how to assess the extent of customer loyalty	
		2.6 Explain the factors involved in customer recovery	
3	Understand the measurement of customer	3.1 Describe techniques used to analyse performance data	Performance data could include but not exclusive to:

satisfaction		<ul style="list-style-type: none">• Number of complaints• Number of returns• Sales targets
	3.2 Explain the factors to be taken into account in setting performance targets and objectives	
	3.3 Explain the features and uses of a range of techniques to measure customer satisfaction	

UBU58 / CS 28: *Develop resources to support consistency of customer service delivery*

Unit reference number: Y/506/2166

QCF level: 3

Credit value: 5

GLH: 21

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

		3.5 Communicate the availability and nature of the resources to those who will use them	
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UBU59 / CS 29:

Use service partnerships to deliver customer service

Unit reference number: D/506/2167

QCF level: 3

Credit value: 3

GLH: 20

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the use of a service partnership in customer service delivery	1.1 Explain the roles and responsibilities of the partners involved in a service chain	Service chain - a sequence where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service
		1.2 Explain the advantages and limitations of using a service partnership	Service partnership – can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service
		1.3 Explain the use and value of formal and informal service level agreements	Service level agreement (SLA) is part of a service contract where the service is formally defined
2	Understand ways of building relationships within a customer service partnership	2.1 Describe effective communication methods for dealing with service partners	Communication methods may include, but not exclusive to: <ul style="list-style-type: none"> • Written (email, letters) • Verbal (face-to-face, telephone)
		2.2 Explain how to develop positive relationships with service partners	
		2.3 Describe negotiating techniques for dealing with service partners	Negotiating techniques may include, but are not exclusive to: <ul style="list-style-type: none"> • Creative collaboration • Research and commercial awareness (unique selling

			<p>point, value, tradable concessions)</p> <ul style="list-style-type: none"> • Communication (positive language, handling objections, compromise, persuasion, gaining agreement)
		2.4 Describe actions that can be taken to resolve any conflict of interest with service partners	
3	Be able to deliver customer service within a customer service partnership	3.1 Identify the levels of authority that exist within a service partnership	<p>Sources of information may include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Internal customers • External customers • Quality reports • Sales analysis
	3.2 Keep service partnership colleagues up to date with progress, developments and issues that might affect the quality of delivery		
	3.3 Establish service procedures that are acceptable to all members of a service partnership		
	3.4 Agree with service partners priorities and resolutions relating to conflicts of interest		
	3.5 Identify areas for improvement from the analysis of a range of sources of information		

UBU55 / CS 30:

Resolve customers' problems

Unit reference number: K/506/2169

QCF level: 3

Credit value: 4

GLH: 19

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the monitoring and resolution of customers' problems	1.1 Assess the suitability of a range of techniques for monitoring customer problems	
		1.2 Explain how to use the resolution of customers' problems to improve products and/or services	
		1.3 Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance	
		1.4 Explain the features of negotiating techniques used to resolve customers' problems	
			Negotiating techniques may include, but are not exclusive to: <ul style="list-style-type: none"> • Creative collaboration • Research and commercial awareness (unique selling points, value, tradable concessions) • Communication (positive language, handling objections, compromise, persuasion) • Gaining agreement
2	Be able to deal with customers' problems	2.1 Confirm the nature and cause of customers' problems	
		2.2 Explain when customers' problems should be treated as complaints	
		2.3 Explain the benefits to customers and the organisation of the options available to solve problems	
		2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems	

	2.5 Explain to customers the options for resolving their problems	
	2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority	
	2.7 Inform colleagues of the nature of problems and actions taken	
	2.8 Evaluate the effectiveness of the resolution of customers' problems	
	2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems	

UBU38 / CS 31:

Resolve customers' complaints

Unit reference number: R/506/2151

QCF level: 3

Credit value: 4

GLH: 22

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the monitoring and resolution of customers' complaints	1.1 Assess the suitability of a range of monitoring techniques for customers' complaints	Monitoring techniques may include, but are not exclusive to: <ul style="list-style-type: none"> • Record keeping • Customer Contact Systems • E-mails • Letters • Task-specific documents
		1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery	
		1.3 Explain negotiating techniques used to resolve customers' complaints	Negotiating techniques may include, but are not exclusive to: <ul style="list-style-type: none"> • Compensation • Replacement • Cost reduction • Upgrade • Standard communication • Referral to specialist team
		1.4 Explain conflict management techniques used in dealing with upset customers	Conflict management techniques may include, but are not limited to: <ul style="list-style-type: none"> • Standard Communication • Referral to specialist team • Explanation at source • 'Second facing' at source
		1.5 Explain organisational	Organisational procedures may

		<p>procedures for dealing with customer complaints</p>	<p>include, but are not limited to:</p> <ul style="list-style-type: none"> • Explanation at source • 'Second facing' at source • Compensation • Replacement • Cost reduction • Upgrade • Standard Communication • Referral to specialist team
		<p>1.6 Explain when to escalate customers' complaints</p>	
		<p>1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint</p>	
		<p>1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services</p>	
<p>2</p>	<p>Be able to deal with customers' complaints</p>	<p>2.1 Confirm the nature, cause and implications of customers' complaints</p>	
		<p>2.2 Take personal responsibility for dealing with complaints</p>	
		<p>2.3 Communicate in a way that recognises customers' problems and understands their points of view</p>	
		<p>2.4 Explain the advantages and limitations of different complaint response options to customers</p>	
		<p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p>	
		<p>2.6 Keep customers informed of progress</p>	
		<p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority</p>	
		<p>2.8 Record the outcome of the handling of complaints for future reference</p>	
		<p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>	

UBU39 / CS 32:

Gather, analyse and interpret customer feedback

Unit reference number: D/506/2170

QCF level: 3

Credit value: 5

GLH: 24

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to gather, analyse and interpret customer feedback	1.1 Describe methods of collecting data for customer research	
		1.2 Explain random sampling techniques used to collect data	
		1.3 Explain how to evaluate bias in non-random samples	
		1.4 Explain the principles of questionnaire design	
		1.5 Assess the suitability of a range of techniques to analyse customer feedback	Techniques to analyse customer feedback could include: <ul style="list-style-type: none"> • Verifying data • Identifying over-arching themes • Highlighting 'quick wins' and 'red alerts'
		1.6 Explain techniques used to monitor the quality of data collected	
		1.7 Explain the use of software to record and analyse customer feedback	
		1.8 Explain the validation issues associated with customer feedback	A validation issue is something that affects the accuracy of data.
		1.9 Explain the importance of anonymising comments from customers who do not wish to be identified	Anonymising comments refers to ensuring that they do not contain information which reveals someone's identity
2	Be able to plan the collection of customer	2.1 Identify the objectives of collecting customer feedback	
		2.2 Justify the reasons for selecting	

	feedback on customer service issues	different data collection methods 2.3 Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe	Data collection methods could include: <ul style="list-style-type: none"> • Surveys • Monitoring social media • Comments boxes • Email/contact forms
3	Be able to gather customer feedback	3.1 Collect customer feedback using the sampling frame identified in a customer service plan 3.2 Record data in a way that makes analysis straightforward 3.3 Verify that all data is handled in line with legal, organisational and ethical policies and procedures	
4	Be able to analyse and interpret customer feedback to recommend improvements	4.1 Use data analysis methods to identify patterns and trends in customer feedback 4.2 Use the findings of a data analysis to identify areas for improvement to customer service 4.3 Present the findings of an analysis in the agreed format 4.4 Recommend improvements in response to the findings of an analysis	

UBU60/ CS 33: Monitor the quality of customer service interactions

Unit reference number: K/506/2172

QCF level: 3

Credit value: 5

GLH: 27

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to monitor the quality of customer service interactions	1.1 Describe techniques for monitoring the quality of customer service interactions	
		1.2 Explain organisational procedures and guidelines for customer service delivery	
		1.3 Explain the advantages and limitations of different methods for monitoring the quality of customer service interactions	
		1.4 Explain how to construct a representative sample of customer service interactions for monitoring purposes	
		1.5 Explain how data protection legislation applies to monitoring the quality of customer service interactions	
		1.6 Explain how monitoring actions taken can identify possible improvements in customer service interactions	
		1.7 Explain techniques to gather customer feedback	
2	Be able to prepare to monitor the quality of customer service interactions	2.1 Identify the criteria against which the quality of customer service interactions will be monitored	
		2.2 Specify a sampling frame that would provide information to meet monitoring objectives	
		2.3 Select monitoring techniques that	

		are capable of collecting the required information	
		2.4 Ensure that staff and customers are made aware of the fact that they will be monitored	
3	Be able to monitor the quality of customer service interactions	3.1 Monitor the quality of customer service interactions with minimal disruption to business	
		3.2 Assess the quality of customer service interactions against agreed criteria	
		3.3 Identify patterns and trends in colleagues' performance	
		3.4 Give constructive feedback to colleagues on the quality of customer service interactions	

UBU61 / CS 35:

Champion customer service

Unit reference number: D/506/2153

QCF level: 4

Credit value: 4

GLH: 17

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to champion customer service	1.1 Evaluate the importance of viewing operations from the customer's viewpoint	The evaluation should include the impact on operations at a strategic business level
		1.2 Analyse the role of service partners in providing customer service	Service partners – a service partnership can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service. A service partner may be one of those organisations or departments. As a minimum, the analysis should demonstrate that the learner has clearly identified their service partners , the contributions that they make, the interdependencies that exist and the implications of non-cooperation
		1.3 Evaluate the effectiveness of information collection systems and reports	The evaluation of effectiveness should be based on information collected over a period of time. It should not rely on supposition.
		1.4 Describe organisational decision-making processes and limits of their own authority	
		1.5 Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements	The suitability of a range of monitoring techniques should be assessed in relation to specific key performance indicators which have been identified as a means of measuring customer service

		1.6 Describe activities that give added value to the service chain	Service chain – a sequence of services where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service
2	Be able to identify the scope for improvements to customer service	2.1 Monitor customer service delivery to identify issues that are important to customer service	It is expected that feedback will be sought from customers to help define issues that are important to customer service
		2.2 Analyse the implications of improvements to customer service	As a minimum, the analysis of implications should include cost, benefit, feasibility and impact on service partners. Learners are recommended to take a holistic approach and include improvements identified as part of AC1.5, 1.6 and 2.1
		2.3 Identify customer service issues relating to new products and/or services	
		2.4 Identify the strategic and managerial implications of changes to customer service and the service offer	Service offer – defines the extent and limits of the customer service that an organisation is offering
3	Be able to champion customer service	3.1 Promote the role of customer service within an organisation's operational plans	The learner should be able to demonstrate their personal input to an organisation's mid to long-term operational plans
		3.2 Inform individual staff members about their role in championing customer service	
		3.3 Promote the benefits of effective customer service	
		3.4 Provide validated customer service advice and information to colleagues	The monitoring should relate to the advice and information given as part of AC 3.4 and should form a natural 'follow-through' as part of performance management activities
		3.5 Support others to identify areas for improvement to customer service	
		3.6 Monitor the effectiveness of advice and information given	
		3.7 Take actions to ensure that customer service delivery meets agreed standards	

UBU62 / CS 38: Build and maintain effective customer relations

Unit reference number: R/506/2179
 QCF level: 4
 Credit value: 6
 GLH: 25

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to build effective relationships with customers	1.1 Analyse stakeholder mapping techniques	Stakeholder mapping is identifying the customer base by comparing their influencing power against their interest in the product or service
		1.2 Analyse the features of influencing techniques	
		1.3 Explain how influencing techniques can be used to improve the relationship with customers	
		1.4 Evaluate the benefits and value of relationships with customers and customer loyalty	
		1.5 Explain how techniques to manage expectations are applied to the management of customers	
		1.6 Explain different types of acceptable compromise	The types of compromise considered to be acceptable compromises may be defined by the organisation
		1.7 Evaluate the benefits of adopting a “ customer-centred ” approach	Customer-centred approach is pre-empting the customer’s needs and expectations
2	Be able to determine the scope for building effective relationships with customers	2.1 Identify the customers with whom relationships should be developed	
		2.2 Identify the interests and concerns of customers with whom relationships should be developed	
		2.3 Evaluate the scope for and limitations of building relationships with different types of customer	
3	Be able to develop effective	3.1 Behave in a way that creates mutual trust and respect	

	relationships with customers	<p>3.2 Provide information and perform actions within agreed timescales</p> <p>3.3 Take account of feedback provided by customers</p> <p>3.4 Keep customers up to date with new products and/or services and developments</p> <p>3.5 Assess regularly the extent to which customers' expectations are met</p> <p>3.6 Use personal influence and authority to ensure that customer needs are met or exceeded</p>	
4	Be able to review and improve relationships with customers	<p>4.1 Monitor customer relationships and developments</p> <p>4.2 Take action to ensure that others complete agreed actions within agreed timescales</p> <p>4.3 Address changes to customer service methods that may have an effect on customer relationships</p> <p>4.4 Collect feedback from customers on their levels of satisfaction</p> <p>4.5 Recommend improvements to customer service based on analyses of the effectiveness of customer relationships</p>	

UBU63 / CS 40: Manage a customer service award programme

Unit reference number: L/506/2181

QCF level: 4

Credit value: 4

GLH: 15

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the management of a customer service award programme	1.1 Justify the reasons for an award programme	Award programme – a scheme which may be internal or external that enables organisations to recognise and reward great service. This can be for individuals or for organisations.
		1.2 Explain how to make use of a customer service award programme as a promotional tool	
		1.3 Explain the likely impact of organisational culture on a customer service award programme	
		1.4 Explain the requirements of a business case for a customer service award programme	Business case – captures the reasoning for initiating a project or task
2	Be able to plan a customer service award programme	2.1 Define specific, measurable, achievable, realistic and time-bound (SMART) objectives for the award programme	
		2.2 Evaluate the benefits, drawbacks and costs of different options for a customer service award programme	
		2.3 Select the option that best meets the objectives of the award programme	
		2.4 Develop a plan that specifies roles, responsibilities, actions, resources, contingencies and timescales	
		2.5 Develop award criteria that are transparent and fair	
3	Be able to	3.1 Promote the award programme	

manage a customer service award programme	with the dual purpose of motivating team members and engaging customers	
	3.2 Take action to ensure that award winners are recognised in a way that demonstrates organisational commitment to excellent customer service	
	3.3 Evaluate the effectiveness of a customer service award programme	

UBU64/ CS 41: *Manage the use of technology to improve customer service*

Unit reference number: Y/506/2183

QCF level: 4

Credit value: 4

GLH: 14

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

	use of new technology	
	3.4 Monitor the implementation of changes in the use of technology in line with the plan	
	3.5 Evaluate the effectiveness of changes in the use of technology against agreed evaluation criteria	

UBU65 / CS 42:

Develop a social media strategy for customer service

Unit reference number: D/506/2962

QCF level: 4

Credit value: 5

GLH: 16

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the development of a customer service social media strategy	1.1 Explain the role of social media within the organisation's customer service strategy	Customer service strategy is an organisations plan for providing excellent customer service
		1.2 Analyse the components and scope of a social media strategy and its links with other aspects of the organisation	
		1.3 Explain the importance of marketing and brand values for the organisation's strategy	Brand values are customers' perceptions of an organisation and/or its products
		1.4 Explain the functionality and features of external social media tools	External Social media tools may include, but are not limited to: <ul style="list-style-type: none"> • LinkedIn • Twitter • Facebook • Instagram • YouTube • Vimeo • Pinterest • Google+ • Flickr
		1.5 Analyse media management tools in relation to social networking	
		1.6 Evaluate the way in which the organisation's use of social media contributes to business performance	
2	Be able to develop a	2.1 Evaluate the factors affecting the development of a customer service	

	customer service social media strategy	social media strategy	
		2.2 Assess the suitability of different methods of engaging customers using social media	
		2.3 Analyse competitor presence and activity in social media	
		2.4 Formulate a vision for a social media strategy that takes account of the organisation's operating environment and practical constraints	
		2.5 Develop a strategy that is consistent with the organisation's overall business strategy and objectives and addresses identified risks	
		2.6 Evaluate the extent to which existing organisational structures and processes are capable of delivering the strategy	
3	Be able to promote the benefits of social media networking to customer service	3.1 Evaluate the benefits and drawbacks of using social media for dissemination purposes	
		3.2 Analyse the benefits and consequences of social media engagement with customers	
		3.3 Promote on-going dialogue with customers through social networking	
		3.4 Act as a social media "champion" within the organisation	
		3.5 Analyse the risks attached to the use of social media	

UBU3 / BA 1:

Principles of personal performance and development

Unit reference number: L/506/1791

QCF level: 1

Credit value: 3

GLH: 30

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know employees' rights and employers' expectations	1.1 State an organisation's expectations for the conduct of its employees	
		1.2 State an employee's rights in relation to their employment	
		1.3 State why it is important to work within employees' rights and employers' expectations	
		1.4 State where to find information and advice on employees' rights and employers' expectations	
2	Know how to manage their own work	2.1 Describe ways of managing allocated tasks to ensure they are completed on time	
		2.2 State the purpose of keeping other people informed of progress and problems with work activities	
		2.3 Explain the importance of accepting responsibility for one's own work	
		2.4 State the limits of their own responsibilities at work	
		2.5 State what to do when a problem arises with work activities	
3	Know ways of managing and improving personal performance and	3.1 State the purpose and benefits of personal development at work	
		3.2 Describe the purpose of individual and team goals and targets	
		3.3 Explain the use of personal development plans	
		3.4 Explain the importance of fulfilling	

development	a personal development plan	
	3.5 Outline a manager's role in an individual's personal development	
	3.6 Outline relevant personal development opportunities and career paths within the organisation	
	3.7 Describe how acting on feedback can benefit a team and organisation	

UBU4 / BA 2:

Principles of working in a business environment

Unit reference number: R/506/1792

QCF level: 1

Credit value: 4

GLH: 25

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know the purpose and structure of business organisations	1.1 State the purposes of different types of business organisations	Organisations: These would include: <ul style="list-style-type: none"> • Sole trader • Partnerships • Private Limited Company • Public Limited Company • Co-operatives • Third sector organisations
		1.2 Explain why it is important for a business to be financially secure	
		1.3 State the purposes of an organisational chart	
		1.4 Describe the role of the main functional areas of business organisations	Functional areas will include: <ul style="list-style-type: none"> • Customer Service • Marketing/Sales • Research and Development • Admin/IT support • Production/operations • Finance • Human resources
2	Know how to contribute to environmental sustainability within an organisation	2.1 State what is meant by “environmental sustainability”	
		2.2 Explain why it is important to keep waste to a minimum	
		2.3 Describe practices that may be used to minimise waste in a business environment	
		2.4 State the standard procedures to be followed when recycling and	Standard procedures - led by policy and procedures in the place of

		disposing of waste	work/organisation and/or by current legal requirements in recycling and disposing of waste
3	Know how to support equality and diversity within an organisation	3.1 State the meaning of the terms “equality” and “diversity”	
		3.2 State why it is important to support equality and diversity in the work environment	
		3.3 Describe ways of behaving that show sensitivity and respect for other people	
		3.4 State the legal requirements relating to equality and diversity	
4	Know the requirements of confidentiality and security in an organisation	4.1 State the importance of maintaining organisational standards of confidentiality	
		4.2 Outline how confidentiality requirements affect the workplace	
		4.3 State the importance of maintaining organisational standards of security	
		4.4 Outline how security requirements affect the workplace	

UBU5 / BA 3:

Work with others in a business environment

Unit reference number: Y/506/1793

QCF level: 1

Credit value: 2

GLH: 18

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know how to work with others in a business environment	1.1 Describe how their own role fits in with the role of others in their team	Others could include: <ul style="list-style-type: none"> • Colleagues • Line managers • Supervisors
		1.2 Describe how their own behaviour can affect teamwork	Behaviour should include both negative and positive effects
		1.3 Describe behaviours that show trust, respect and consideration for others	
		1.4 Outline the importance of following instructions when completing tasks	
		1.5 State the importance of understanding authority at work	Authority refers to the instructions or procedures outlined by supervisors and line managers
		1.6 State why it is important to behave in a way that does not cause conflict	Conflict could relate to: <ul style="list-style-type: none"> • Personality • Language, culture, ethnicity • Disagreements about the task in hand
		1.7 State what to do if problems occur when working with others	
		1.8 Describe different ways to help colleagues with work activities	
2	Be able to work with others in a business	2.1 Meet agreed deadlines, targets and quality standards	Quality standards are the accepted levels of work as set out by the organisation

environment	2.2 Maintain expected standards of performance	Standards of performance are those behaviours and work levels as set out by the organisation
	2.3 Act positively on feedback on own performance	
	2.4 Treat others with courtesy and respect	
	2.5 Follow organisational policies and procedures and legal requirements whilst working with others	

UBU12 / BA 5:

Manage time and workload

Unit reference number: H/506/1795

QCF level: 1

Credit value: 1

GLH: 10

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know how to manage their own time and workload	1.1 Describe ways of managing time and workload	
		1.2 State why it is important to the organisation and the individual that time and workload are managed effectively	
		1.3 State why it is important to seek work and offer help to others	
		1.4 Describe how seeking help from colleagues can help in managing workload	
		1.5 Describe why it is important to accept responsibility for their own mistakes	
2	Be able to manage time and workload	2.1 Use time management techniques to manage the completion of tasks	Time management techniques could include: <ul style="list-style-type: none"> • Setting goals • Prioritising tasks • Breaking down tasks into smaller parts
		2.2 Finish tasks within the allotted timescale	
		2.3 Inform team members of progress and developments of work activities	
		2.4 Ask for work when existing tasks have been completed	
		2.5 Report problems beyond their own level of authority to the appropriate person	Appropriate person could refer to: <ul style="list-style-type: none"> • Supervisors • Managers • Colleagues with more experience
		2.6 Follow organisational procedures and legal requirements when	

	managing time and workload	
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UBU13 / BA 8: Meet and welcome visitors in a business environment

Unit reference number: A/506/1799

QCF level: 1

Credit value: 2

GLH: 20

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Know how to meet visitors in a business environment	1.1 State an organisation's procedures for dealing with visitors	This should cover planned and unexpected visitors
		1.2 Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors	
		1.3 Identify any organisational health, safety and security requirements relevant to visitors	Requirements may include: signing in and out procedures, toilets location, making visitors aware of evacuation procedures or planned alarms and signage where appropriate
		1.4 Describe what to do and who to contact when problems with visitors arise	
2	Be able to meet visitors in a business environment	2.1 Welcome visitors politely in accordance with organisational standards	
		2.2 Confirm the identity of visitors and the reasons for their visit	
		2.3 Check that any health, safety and security actions are carried out	
		2.4 Record visitors' arrival and departure in accordance with organisational procedures	
		2.5 Inform those who are being visited of the arrival of their visitor(s) in accordance with organisational standards	

		2.6 Present a positive personal image in accordance with organisational standards	
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UBU22 / BA 38:

Understand employer organisations

Unit reference number: A/506/1964

QCF level: 2

Credit value: 4

GLH: 40

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand organisational structures	1.1 Explain the differences between the private sector, public sector and voluntary sector	
		1.2 Explain the functions of different organisational structures	
		1.3 Describe the features of different types of legal structures for organisations	
2	Understand the organisational environment	2.1 Describe the internal and external influences on organisations	Models of analysis to include: <ul style="list-style-type: none"> • SWOT (strengths, weaknesses, opportunities and threats) • PESTLE (political, economic, social, technological, legal and environment)
		2.2 Explain the use of different models of analysis in understanding the organisational environment	
		2.3 Explain why change in the business environment is important	

UBU40 / BA 13:

Manage diary systems

Unit reference number: L/506/1807

QCF level: 2

Credit value: 2

GLH: 12

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the management of diary systems	1.1 Explain the importance of keeping diary systems up to date	Diary systems could include: <ul style="list-style-type: none"> • Paper diaries • Shared/online diaries
		1.2 Describe the basis on which bookings and changes are prioritised	
		1.3 Explain any constraints relating to making bookings for people or facilities	
		1.4 Describe the types of problems that can occur when managing diaries	
2	Be able to manage diary systems	2.1 Obtain the information needed to make diary entries	Requirements of confidentiality should include: <ul style="list-style-type: none"> • The Data Protection Act • The policies and procedures of the organisation
		2.2 Make accurate and timely diary entries	
		2.3 Respond to changes in a way that balances and meets the needs of those involved	
		2.4 Communicate up-to-date information to everyone involved	
		2.5 Keep diaries up-to-date	
		2.6 Maintain the requirements of confidentiality	

UBU41 / BA 19:

Provide reception services

Unit reference number: H/506/1814

QCF level: 2

Credit value: 3

GLH: 15

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

UBU42 / BA 27: Contribute to the organisation of an event

Unit reference number: L/506/1869
 QCF level: 2
 Credit value: 3
 GLH: 23

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand event organisation	1.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event	<p>The Event may include, but is not limited to:</p> <ul style="list-style-type: none"> • A meeting • An announcement • A celebration • A social occasion • A product launch <p>Resources may include but are not limited to:</p> <ul style="list-style-type: none"> • Human resource • Equipment • Materials • Public address systems • Information technology
		1.2 Explain the purpose and features of different types of events	
		1.3 Describe the type of resources needed for different types of events	
		1.4 Describe the different needs attendees may have and how to meet these	
		1.5 Explain the requirements of health, safety and security when organising events	
		1.6 Describe the types of problems that may occur during events and how to deal with them	
2	Be able to carry out pre-event actions	2.1 Identify venue requirements for an event	<p>Pre-event documentation may include, but is not limited to:</p> <ul style="list-style-type: none"> • Invitations • Meeting requests • Preparatory notes • Agenda • Menu • Health & safety forms
		2.2 Obtain resources within the agreed timescales	
		2.3 Distribute pre-event documentation to delegates in accordance with the event plan	

		2.4 Co-ordinate attendee responses within the agreed timescale	
		2.5 Identify any special requirements of event attendees	<p>Special requirements may include, but are not limited to:</p> <ul style="list-style-type: none"> • Wheelchair access and suitable reserved seating • Translation or interpretation services • Special dietary requirements • Allergies • Travel and accommodation bookings • Religious or cultural requirements • Security requirements
3	Be able to set up an event	3.1 Set up layout and resources in accordance with the event plan	The layout includes the arrangement of furniture and other environmental features
		3.2 Confirm that all identified resources are in place and meet requirements	
		3.3 Behave in a way that maintains organisational values and standards	<p>Organisational values are the general principles or standards of behaviour that are expected within an organisation</p> <p>Organisational standards are defined levels of expectation for a specific behaviour set by an organisation</p>
4	Be able to carry out post-event actions	4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract	
		4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event	

UBU43 / BA 35:

Buddy a colleague to develop their skills

Unit reference number: M/506/1895

QCF level: 2

Credit value: 3

GLH: 19

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to buddy a colleague	1.1 Describe what is expected of a buddy	
		1.2 Explain techniques to give positive feedback and constructive criticism	Techniques may include: <ul style="list-style-type: none"> • Medium used to provide feedback, • giving praise, • Timing, location and approach
		1.3 Explain techniques to establish rapport with a buddy	Techniques may include: <ul style="list-style-type: none"> • Body language • Listening actively • Speech tone • Understand strengths and weaknesses of each other • Collaboration and partnership working • Build objectives and aims
2	Be able to plan to buddy a colleague	2.1 Agree which aspects of a colleague's work may benefit from buddying	
		2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague	
		2.3 Agree a schedule of meetings that minimise disruption to business	
		2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives	
3	Be able to	3.1 Remain unobtrusive while a	

support a buddy colleague carrying out work activities	buddy colleague carries out their work activities	
	3.2 Provide examples of how to carry out tasks correctly	
	3.3 Identify instances of good practice and areas for improvement through observation	
	3.4 Praise a buddy colleague on well completed tasks	
	3.5 Give constructive feedback on ways in which a buddy could improve performance	
	3.6 Offer a buddy hints and tips based on personal experience	

UBU44 / BA 39:

Employee rights and responsibilities

Unit reference number: L/506/1905

QCF level: 2

Credit value: 2

GLH: 16

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation and industry	
		1.2 Describe career pathways within their organisation and industry	
		1.3 Identify sources of information and advice on an industry, occupation, training and career pathway	
		1.4 Describe an organisation's principles of conduct and codes of practice	
		1.5 Explain issues of public concern that affect an organisation and industry	
		1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role	
2	Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role	
		2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour	
		2.3 Describe the procedures and documentation that protect relationships with employees	
		2.4 Identify sources of information and advice on employment rights and responsibilities	

UBU50 / BA 42:

Negotiate in a business environment

Unit reference number: H/506/1912

QCF level: 3

Credit value: 4

GLH: 18

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

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

UBU56 / BA 59:

Principles of business

Unit reference number: D/506/1942

QCF level: 3

Credit value: 10

GLH: 74

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand business markets	1.1 Explain the characteristics of different business markets	Business markets are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods/services are sold between companies/organisations as opposed to consumer markets.
		1.2 Explain the nature of interactions between businesses within a market	
		1.3 Explain how an organisation's goals may be shaped by the market in which it operates	
		1.4 Describe the legal obligations of a business	
2	Understand business innovation and growth	2.1 Define business innovation	The common features of models of business innovation is that they extend product life, conserve resources and prevent materials from becoming waste
		2.2 Explain the uses of models of business innovation	
		2.3 Identify sources of support and guidance for business innovation	
		2.4 Explain the process of product or service development	
		2.5 Explain the benefits, risks and implications associated with innovation	
3	Understand financial management	3.1 Explain the importance of financial viability for an organisation	
		3.2 Explain the consequences of poor financial management	
		3.3 Explain different financial	

		terminology	
4	Understand business budgeting	4.1 Explain the uses of a budget	
		4.2 Explain how to manage a budget	
5	Understand sales and marketing	5.1 Explain the principles of marketing	
		5.2 Explain a sales process	
		5.3 Explain the features and uses of market research	
		5.4 Explain the value of a brand to an organisation	
		5.5 Explain the relationship between sales and marketing	

UBU23 / ML 1: Manage personal performance and development

Unit reference number: L/506/1788

QCF level: 2

Credit value: 4

GLH: 18

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager	SMART – Specific, Measurable, Achievable, Realistic, Time-bound
		1.2 Agree criteria for measuring progress and achievement with line manager	
		1.3 Complete tasks to agreed timescales and quality standards	
		1.4 Report problems beyond their own level of competence and authority to the appropriate person	
		1.5 Take action needed to resolve any problems with personal performance	
2	Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques	
		2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives	
		2.3 Explain the benefits of achieving an acceptable “work-life balance”	
3	Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development	
		3.2 Explain the need to maintain a positive attitude to feedback on performance	
		3.3 Explain the potential business benefits of personal development	

		3.4 Identify their own preferred learning style(s)	
		3.5 Identify their own development needs from analyses of the role, personal and team objectives	
		3.6 Use feedback from others to identify their own development needs	
		3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs	
4	Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms	
		4.2 Make use of formal development opportunities that are consistent with business needs	
		4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives	
		4.4 Review progress against agreed objectives and amend plans accordingly	
		4.5 Share lessons learned with others using agreed communication methods	

UBU45 / ML 2: Develop working relationships with colleagues

Unit reference number: R/506/1789

QCF level: 2

Credit value: 3

GLH: 19

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the principles of effective team working	1.1 Outline the benefits of effective team working	
		1.2 Describe how to give feedback constructively	Feedback should not be restricted just to that normally given by a team leader – it should focus on the interaction between team members – supporting each other.
		1.3 Explain conflict management techniques that may be used to resolve team conflicts	<p>Conflict management techniques might include:</p> <ul style="list-style-type: none"> • Forcing • Win-win – collaborating • Compromising • Withdrawing • Smoothing • Include the use of real life examples.
		1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising	
		1.5 Explain the importance of warning colleagues of problems and changes that may affect them	
2	Be able to maintain effective working relationships	2.1 Recognise the contribution of colleagues to the achievement of team objectives	
		2.2 Treat colleagues with respect, fairness and courtesy	
		2.3 Fulfil agreements made with	

	with colleagues	colleagues	
		2.4 Provide support and constructive feedback to colleagues	
3	Be able to collaborate with colleagues to resolve problems	3.1 Take others' viewpoints into account when making decisions	
		3.2 Take ownership of problems within own level of authority	
		3.3 Take action to minimise disruption to business activities within their own level of authority	
		3.4 Resolve problems within their own level of authority and agreed contribution	

UBU46 / ML 7: Principles of equality and diversity in the workplace

Unit reference number: J/506/1806

QCF level: 2

Credit value: 2

GLH: 10

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance	
1	Understand the implications of equality legislation	1.1 Define the concept 'equality and diversity'		
		1.2 Describe the legal requirements for equality of opportunity		
		1.3 Describe the role and powers of organisations responsible for equality		
		1.4 Explain the benefits of equal opportunities and diversity		Benefits include those relating to the employer, employees and customers
		1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation		Consequences could include those which are legal, reputational and relating to profits Equality legislation – Equality Act 2010
2	Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace		
		2.2 Describe their own responsibilities for equality and diversity in the workplace		
		2.3 Describe behaviours that support equality, diversity and inclusion in the workplace		

UBU57 / ML 9: Manage personal and professional development

Unit reference number: T/506/2952

QCF level: 3

Credit value: 3

GLH: 12

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity	
		1.2 Identify trends and developments that influence the need for professional development	<p>Trends and developments may include, but are not limited to:</p> <ul style="list-style-type: none"> • Organisational • Vocational – sector driven • Governmental • Legal • Regulatory • Technological • Scientific
		1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation	
2	Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development	<p>Benefits may include, but are not limited to:</p> <ul style="list-style-type: none"> • Promotion prospects • Improved knowledge and skills • Use of new skills • Opportunity to increase work responsibilities/salary
		2.2 Explain the basis on which types	

		of development actions are selected	
		2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace	A skills gap analysis is a tool used to identify the difference between a current state and a future goal state within a business.
		2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives	
		2.5 Execute the plan within the agreed budget and timescale	
		2.6 Take advantage of development opportunities made available by professional networks or professional bodies	
3	Be able to maintain the relevance of a personal and professional development plan	3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives	SMART objectives Specific Measurable Achievable Realistic Time-framed
		3.2 Obtain feedback on performance from a range of valid sources	Sources may include, but are not limited to: <ul style="list-style-type: none"> • Management reviews • Feedback reports from other internal departments External customer feedback reporting
		3.3 Review progress toward personal and professional objectives	
		3.4 Amend the personal and professional development plan in the light of feedback received from others'	

UBU66 / ML 10: Promote equality, diversity and inclusion in the workplace

Unit reference number: T/506/1820

QCF level: 3

Credit value: 3

GLH: 15

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1 Explain the difference between equality, diversity and inclusion	Learners should ensure they specifically address all three areas of: <ul style="list-style-type: none"> • equality • diversity and • inclusion <p>When meeting the relevant criteria in this unit. (NB: mentioned here but relevant to criteria where they appear 1.1, 1.2, 1.4, 2.2 2.3,3.1,3.2,3.3)</p> <p>This should include policies not explicitly relating to equality, diversity and inclusion and could include: recruitment, selection, access, learning and development</p>
		1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy	
		1.3 Explain the potential consequences of breaches of equality legislation	Equality Legislation will include but is not exclusive to: Equality Act 2010
		1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion	
2	Understand the personal aspects of equality, diversity and inclusion in the	2.1 Explain the different forms of discrimination and harassment	Forms of discrimination may include but are not exclusive to: <ul style="list-style-type: none"> • Direct Discrimination • Indirect Discrimination
		2.2 Describe the characteristics of	

	workplace	behaviour that supports equality, diversity and inclusion in the workplace	
		2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace	
3	Be able to support equality, diversity and inclusion in the workplace	3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace	This primarily relates to colleagues for whom the learner has line manager responsibility but can also include challenging inappropriate behaviour by others.
		3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace	
		3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace	

UBU67 / ML 11:

Manage team performance

Unit reference number: A/506/1821

QCF level: 3

Credit value: 4

GLH: 21

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance	<p>A benchmark is a standard or measurement that could include:</p> <ul style="list-style-type: none"> • Key performance indicators (KPIs) • Best operational practices
		1.2 Explain a range of quality management techniques to manage team performance	
		1.3 Describe constraints on the ability to amend priorities and plans	
2	Be able to allocate and assure the quality of work	2.1 Identify the strengths, competences and expertise of team members	
		2.2 Allocate work on the basis of the strengths, competences and expertise of team members	
		2.3 Identify areas for improvement in team members' performance outputs and standards	
		2.4 Amend priorities and plans to take account of changing circumstances	
		2.5 Recommend changes to systems and processes to improve the quality of work	
3	Be able to manage communications within a team	3.1 Explain to team members the lines of communication and authority levels	
		3.2 Communicate individual and team objectives, responsibilities and priorities	

	3.3 Use communication methods that are appropriate to the topics, audience and timescales	
	3.4 Provide support to team members when they need it	
	3.5 Agree with team members a process for providing feedback on work progress and any issues arising	
	3.6 Review the effectiveness of team communications and make improvements	

UBU68 / ML 12:

Manage individuals' performance

Unit reference number: J/506/1921

QCF level: 3

Credit value: 4

GLH: 20

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand the management of underperformance in the workplace	1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance	
		1.2 Explain how to identify causes of underperformance	
		1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively	
		1.4 Explain how to address issues that hamper individuals' performance	
		1.5 Explain how to agree a course of action to address underperformance	
2	Be able to manage individuals' performance in the workplace	2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives	Organisational objectives are the overall goals, purpose and mission of a business as established by its management
		2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs	
		2.3 Apply motivation techniques to maintain morale	Motivation techniques may include, but are not limited to: <ul style="list-style-type: none"> • Incentives and rewards • Flexible working arrangements • Praise and gratitude • Coaching or mentoring

	2.4 Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards	
	2.5 Monitor individuals' progress towards objectives in accordance with agreed plans	
	2.6 Recognise individuals' achievement of targets and quality standards	
	2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace	

UBU69 / ML 21:

Collaborate with other departments

Unit reference number: M/506/1931

QCF level: 3

Credit value: 3

GLH: 14

Assessment guidance

Assessment guidance is provided below for some assessment criterion. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

	Learning outcomes	Assessment Criterion	Assessment Guidance
1	Understand how to collaborate with other departments	1.1 Explain the need for collaborating with other departments	Collaborating may include, but is not limited to: <ul style="list-style-type: none"> • Meeting to discuss ideas • Sharing information • Sharing resources • Working on a common project • Secondment of team members
		1.2 Explain the nature of the interaction between their own team and other departments	
		1.3 Explain the features of effective collaboration	
		1.4 Explain the potential implications of ineffective collaboration with other departments	
		1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments	Knowledge management is the process of capturing, sharing, developing and effectively using organisational knowledge
2	Be able to identify opportunities for collaboration with other departments	2.1 Analyse the advantages and disadvantages of collaborating with other departments	Collaborating may include, but is not limited to: <ul style="list-style-type: none"> • Meeting to discuss ideas • Sharing information • Sharing resources • Working on a common project • Secondment of team

			members
		2.2 Identify with which departments collaborative relationships should be built	
		2.3 Identify the scope for and limitations of possible collaboration	
3	Be able to collaborate with other departments	3.1 Agree Service Level Agreements (SLAs) , objectives and priorities of collaborative arrangements	Service level agreement (SLA) is part of a service contract where the service is formally defined
		3.2 Work with other departments in a way that contributes to the achievement of organisational objectives	Organisational objectives are the overall goals, purpose and mission of a business as established by its management