

Level 3 Certificate in Customer Service (4417-03)

Qualification handbook for centres

QCA Ref 500/6206/2



www.cityandguilds.com
July 2009
Version 1.0

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

Level 3 Certificate in Customer Service (4417-03)



Qualification handbook for centres

www.cityandguilds.com
July 2009
Version 1.0

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to the qualification	5
2	Centre requirements	7
3	Units	8
Unit 301	Principles of Customer Service Delivery	9
Unit 302	Developing and Improving the Customer Service Process	19
4	Assessment	26
5	Course design and delivery	27
5.1	Initial assessment and induction	27
5.2	Recommended delivery strategies	28
Appendix 1	Relationships to other qualifications	29
Appendix 2	Sources of general information	30

City & Guilds
Skills for a brighter future



www.cityandguilds.com

1 Introduction to the qualification

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

Qualification title and level	Level 3 Certificate in Customer Service
City & Guilds qualification number	4417-03
Ofqual accreditation number	500/6206/2
Last registration date	31/07/2012
Last certification date	31/07/2015

1.1 Qualification structure

This qualification aims to develop an understanding of how customer service delivery and legislation affects customer expectations and how the customer service process can be developed and improved through customer feedback, promotion of products and services and effective teamwork.

To achieve the Level 3 Certificate in Customer Service, learners must achieve 13 credits from the two mandatory units.

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

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
L/600/0659	Unit 301	Principles of Customer Service Delivery	Mandatory	6	N/A
F/600/0660	Unit 302	Developing and Improving the Customer Service Process	Mandatory	7	N/A

1.2 Opportunities for progression

Candidates can progress onto the Level 3 or 4 NVQ/SVQs in Customer Service.

Candidates may progress onto the NVQs in other work-related areas (for example Retail, Administration, Contact Centres, IT and other technical sectors).

Candidates could progress into employment in any industry in a customer service role and/or onto a Team Leading qualification with the Institute of Leadership and Management (ILM).

1.3 Qualification support materials

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

Description	How to access
Sample test papers	www.cityandguilds.com
Marking guide	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 3 Certification in Customer Service 4410-03 qualification will qualify for automatic approval for the new Level 3 Certificate in Customer Service 4417-03.

2.1 Resource requirements

Human resources

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

- be occupationally knowledgeable in the area of customer service for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

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

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Continuing professional development (CPD)

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

2.2 Candidate entry requirements

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

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Units

Structure of units

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

- City & Guilds reference number
- Title
- Level
- Credit value
- Unit aim
- Relationship to NOS, other qualifications and frameworks
- Endorsement by a sector or other appropriate body
- Information on assessment
- Learning outcomes which are comprised of a number of assessment criteria
- Notes for guidance

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
301	Principles of Customer Service Delivery	L/600/0659	6
302	Developing and Improving the Customer Service Delivery	F/600/0660	7

Level: 3

Credit value: 6

Unit aim

To enable the candidate to understand how customer service delivery and legislation affects customer expectations.

Learning outcomes

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

1. Describe the principles which impact on customer expectations
2. Identify how behaviour, communication and interpersonal skills affect customer expectations and satisfaction
3. Describe solutions to customer service problems and complaints within organisational constraints
4. Explain how legislation affects the customer service process

Details of the relationship between the unit and relevant National Occupational Standards

This unit is linked to the ICS National Occupational Standards: NVQ Level 3 – 301.1.4/9/10/11/12, 301.2.1/5, 301 ku 7, 302. 2.1/2/3/4/5, 302 ku 7-11.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- COM Level 2 – C2.1, C 2.2, C2.3; Level 3 – C3.1a and 1b, C3.2
- AON Level 1 – N/A
- ICT Level 2 – ICT2.1, ICT2.2

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Unit 301

Outcome 1

Principles of Customer Service Delivery

Describe the principles which impact on customer expectations

Assessment Criteria

The learner can:

- 1.1.1 Identify the differences in working in a customer service role within different sectors
- 1.1.2 Explain what is meant by customer expectations and how these are formed
- 1.1.3 Describe how to balance the needs and expectations of the customer with those of the organisation

Notes for Guidance

1.1.1

The sectors are public, private or voluntary and it is important to understand the similarities and differences in planning customer service offers in each sector.

Public sector – eg NHS organisations – surgeries, hospitals, housing departments, organisations which provide preventative or supportive services where money is not the goal.

Private/commercial sector – eg retail. Here the motivation is to increase profit, attract new customers and build on existing relationships.

Voluntary/a not-for profit organisation – eg charity. It may still sell goods and services and aims to attract customers and make money for the charity but it is not profit motivated.

1.1.2

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Expectations are formed:

- through what customers hear and see
- what they read and the messages the organisation sends (ie via its reputation and brand)
- by what actually happens to them when dealing now and in the past with an organisation

Customer expectations are heavily influenced by word of mouth (eg friends and family) and the media.

Customers may have experiences with similar organisations which impact upon their overall impression and expectations of that particular service industry eg hotels and restaurants, supermarkets, banking, insurance.

1.1.3

The candidate should understand customer service is not just about saying 'yes' to customers. They should understand it is necessary to balance the needs of both customer and organisation. This may involve them in influencing the customer and negotiating with the customer in order to reach agreement.

The candidate should be able to describe how to explain to a customer their needs and expectations cannot be met.

Unit 301

Outcome 2

Principles of Customer Service Delivery

Identify how behaviour, communication and interpersonal skills affect customer expectations and satisfaction

Assessment Criteria

The learner can:

- 1.2.1. Describe how the individual's and the customer's behaviours affect expectations
- 1.2.2. Identify and use different methods of communication to meet a range of customer expectations
- 1.2.3. Identify different types of non verbal communication and their impact
- 1.2.4. Explain the interpersonal skills which can be used to achieve customer satisfaction
- 1.2.5. Identify possible barriers to effective communication

Notes for Guidance

1.2.1

Different behaviours in a range of customers will require a service deliverer to adapt their own behaviour eg when dealing with:

- aggressive behaviour
- confused behaviour
- people who are upset
- frustrated
- worried
- people with special needs
- cultural needs

It is important that negative feelings do not show. Producing positive behaviours in turn produces positive attitudes. By adapting body language one can achieve customer satisfaction. Negative behaviour on the part of the service provider can affect the customer satisfaction and mean their expectations have not been met.

Each customer transaction impacts upon longer term customer service relationships.

Misunderstanding behaviour and making assumptions potentially leads to customer dissatisfaction.

1.2.2

The most effective methods of communication are eg:

- face-to-face
- written communication eg letter, email
- telephone and text

Face-to-face – is about eye contact and active listening. Service providers must understand ‘normal’ eye contact may differ across cultures; active listening is about head nodding, gestures and repeating back phrases that are heard confirming understanding so that customers feel the service provider is giving full attention.

Written communication is eg letter, email, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc; speaking clearly and slowly to allow for the possibility that reception on the ‘phone line may not be perfect; adapting speech to meet individual needs of customer. Telephone communication is used when an immediate response is needed or when more detail needs to be obtained or when negotiation is necessary.

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Expectations are formed eg

- through what customers hear and see
- what they read and the messages the organisation sends (ie via its reputation and brand)
- what actually happens to them when dealing now, and what has happened in the past, with an organisation.

Customer expectations are also heavily influenced by word of mouth (eg friends and family) and also the media.

It is important therefore to use the correct method of communication in order that the customer is communicated with in a way that they would expect.

1.2.3

Body language including:

- smiling
- posture
- folded arms

It is important to realise that verbal communication can be affected by non verbal ie the spoken word can be enhanced by body language for example a word of congratulation can be enhanced by a handshake and a smile; or it could be that words of encouragement are not matched by the body language for example when told work is good but the body language is negative with no smile, folded arms and an aggressive stance.

1.2.4

A variety of interpersonal skills which can be used to achieve customer satisfaction include:

- Listening skills
- Body language
- Assertiveness
- Appropriate use of language
- Eye contact
- Questioning techniques
- Personal presentation.

1.2.5

Barriers to effective communication include:

- Poor listening skills
- Language problems
- Lack of communication
- Lack of discussion
- Misunderstandings
- Technology breakdowns
- Environmental constraints

There are various obstacles which may impact upon effective communication eg poor listening skills where the individual hears words but doesn't listen to the content and meaning; language problems which need not necessarily be where the language is different but also where the individual has speech problems or a strong accent; lack of communication of essential information; lack of discussion between parties. Where there is language problems there could be misunderstandings or just no understanding of what each is saying. Technology breakdowns can also increasingly now cause communication problems.

Unit 301

Outcome 3

Principles of Customer Service Delivery

Describe solutions to customer service problems and complaints within organisational constraints

Assessment Criteria

The learner can:

- 1.3.1. Describe techniques for dealing with customer service problems or complaints
- 1.3.2. Describe the factors that need to be considered when finding a solution to a customer service problem
- 1.3.3. Identify solutions to customer problems and complaints
- 1.3.4. Explain why a complaint should be viewed in a positive manner
- 1.3.5. Describe how the use of record keeping systems help manage and support the customer service process

Notes for Guidance

1.3.1

To deal with problems or complaints an understanding of the problem solving cycle is necessary:

- understanding the problem
- identifying the cause
- discussing the solution
- solving the problem

The candidate should understand the techniques for dealing with customers who have problems or who have complained and who have a variety of expectations as a result eg

- using calming techniques
- effective listening
- diffusing negative emotions
- assertiveness skills
- negotiation

1.3.2

Factors to be considered when finding a solution to a customer service problem include:

- picking the best solution within the organisation's guidelines to resolve the problem
- the cost to the organisation
- trying to meet the customer's needs and expectations
- the time it takes to find the solution

Consider the strategies to deal with complaints – avoid reacting to possible customer anger whether face-to face, on the 'phone or in writing; avoid conflict; keep customers by using the HEAT approach (Hear, Empathise, Apologise, Take Ownership)

Analysis of customer service problems and complaints should be used to identify areas for action and improvement. Any areas for improvement/action should take into account the benefits of change to customers, the organisation and employees.

1.3.3

Candidates should be able to show they can analyse problems and complaints and their causes and find solutions.

To solve the problem or complaint the candidate will need to understand the problem or complaint and work with the customer to find a solution. This may not always be possible and this is when negotiation will be necessary. Deliverers of customer service also have to be aware of their own authority when solving customer service problems and the factors which limit their authority to act eg financial, organisational policies, legal, resources.

1.3.4

Complaints should be viewed in a positive manner as they provide early warning signals and an opportunity to improve the customer relationship and the service given.

1.3.5

Organisations have record keeping systems to help support and manage the customer services process.

The records retained may include:

- personal data – customer's name, address, account details, previous purchases
- customer feedback on a product or service – user evaluation; warranty/guarantee records
- records of complaints.

Records of complaints can show the need to make improvements while data held on customers can be used to contact them about new products.

Unit 301

Outcome 4

Principles of Customer Service Delivery

Explain how legislation affects the customer service process

Assessment Criteria

The learner can:

- 1.4.1. Identify and explain how relevant legislation affects the customer service process
- 1.4.2. Identify and explain the relevant legislation relating to customer record keeping and its implications
- 1.4.3. Explain the importance of maintaining security and confidentiality of data
- 1.4.4. Define different forms of contracts and describe what makes a contract binding
- 1.4.5. Explain the purpose of codes of practice and describe their relationship to customer service

Notes for Guidance

1.4.1

Organisations have a range of contractual duties and statutory duties which affect the way products or services can be delivered and which affect how customers are treated.

The relevant legislation which affects the customer service process eg

- Sale of Good Act
- Supply of Goods and Services Act
- Unsolicited Goods and Services Act
- Trade Descriptions Act
- Consumer Protection Act
- Consumer Credit Act
- The Consumer Protection Regulations
- Disability Discrimination Act 1995
- Sex Discrimination Act 1975 and Race Relations Act 1976
- Health and Safety at Work Act (HASWA) 1974
- Data Protection Act 1998

Sale of Goods Act – this relates to goods which are sold. They must be of merchantable (ie satisfactory) quality; as described; fit for purpose; there are likely to be organisational procedures in relation to rights to refund under the Act.

Supply of Goods and Services Act – this deals with the supply of goods or services to customers eg work done, and products supplied by tradesmen and professionals eg dentists, builders, plumbers, gardeners and the fact there is a ‘duty of care’.

Unsolicited Goods and Services Act - this covers goods or services that have not been ordered by customers. It ensures traders cannot charge for goods or services they have sent to customers which have not been ordered.

Trade Descriptions Act – organisations must not falsely describe something for sale; must not make false claims for services, accommodation or facilities.

Consumer Protection Act – customers can claim compensation for death, injury or damage to property of over a certain amount, if a product they use turns out to be faulty; producers and

distributors of goods are required to ensure that their products are safe; it is an offence to display or to give a customer misleading information.

Consumer Credit Act - protects customers when they buy or borrow on credit. It gives customers a wide range of rights.

The Consumer Protection Regulations – this offers protection to customers who shop by 'phone, mail order via the Internet or digital TV.

The equal opportunities legislation that relates to providing customer service is eg

Disability Discrimination Act 1995 – complex legislation where customer service must not be seen to discriminate against customers with disabilities. The obligations of the organisation are different according to the size of the organisation and the products or services being offered. It also influences customers' rights of access to goods, facilities, services and premises.

Sex Discrimination Act 1975 and Race Relations Act 1976 (as amended) aims to prevent people being discriminated against to ensure that all are treated fairly and equally. Sex Discrimination Act 1975 – influences customers' rights of access to goods, facilities, services and premises. It should be remembered that different people have different needs, expectations, opportunities and responsibilities. Therefore, it is important to remember that treating people fairly means recognising their differences.

Health and Safety at Work Act (HASWA) 1974 covers the responsibilities of employers to their employees and also to customers who are on the premises. It ensures that safe working practices are in place and common risks and hazards eg slippery or uneven floors, excessive noise and/or moving parts in machinery, chemicals are dealt with.

Finally, legislation exists that controls the use of data and ensures organisations and their staff always respect customer and organisation confidentiality as lack of confidentiality could result in a loss of the customer. This legislation is the Data Protection Act 1998 which recommends organisational procedures for collecting, storing and supplying information about customers/clients ie types of customer/client personal information - names and addresses; products and/or services that customers have chosen, account details, banking details, doctor's notes, etc.

1.4.2

The Data Protection Act 1998 is the legislation that covers the retention of data. The Act has 8 principles which are:

- Personal information shall be processed fairly and lawfully and, in particular, shall not be processed unless conditions are met
- Personal information be obtained only for specified and lawful purposes and shall not be further processed in a manner incompatible with those purposes
- Personal information shall be adequate, relevant and not excessive for the purpose
- Personal information shall be accurate and, where necessary, kept up to date
- Personal information shall not be kept for longer than is necessary for the purpose
- Personal information should be processed in accordance with the rights of data subjects

These rights are:

- access to personal information
- prevent processing likely to cause damage or distress
- prevent processing for direct marketing
- automated decision making
- compensation
- rectification, blocking, erasure & destruction
- jurisdiction and procedure
- Appropriate measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss, destruction or damage to the data.
- The final principle refers to passing information to countries outside the EU who may not have the same levels of security.

The potential impact of the Act on recordkeeping is that organisations are required to have their own guidelines for maintaining the security and confidentiality of data and to ensure they are adhered to. Also records must not be kept for longer than necessary and should always be accurate and kept up to date. It should also be noted that organisations need to be aware that appropriate measures can be taken when there is unauthorised or unlawful processing of personal data.

1.4.3

It is important to maintain the security and confidentiality of data to comply with the Data Protection Act. Maintaining security and confidentiality of data is a business requirement and in many cases also an ethical and legal requirement.

Any loyalty and goodwill between customers and organisations could be lost if confidentiality is breached. The organisation could also be found to have broken the law.

1.4.4

There are various types of contract eg verbal, written, service level agreements, memorandum of understanding.

A Service Level Agreement (SLA) is a formally negotiated agreement between two parties. It is a contract that exists between customers and their service providers, their client or between service providers.

A memorandum of understanding is most often used in cases where parties either do not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement. It is a more formal alternative to a gentleman's agreement.

A contract is an agreement (either verbal or written) between two or more persons ie individuals, businesses etc to do (or to not do) something in exchange for something of value. The terms of the contract detail the binding promises of each party to the contract ie who, where, what, when, how.

1.4.5

A Code of Practice is generally produced by Trade Associations and Professional Bodies and guide member organisations on how they should conduct their business. Most include guidance on how to deal with customers and usually cover how members should deal with complaints and customer problems; guidance to customers on how to make a complaint/follow grievance procedure.

Unit 302

Developing and Improving the Customer Service Process

Level: 3

Credit value: 7

Unit aim

To enable the candidate to understand how the customer service process can be developed and improved through customer feedback, promotion of products and services and effective teamwork..

Learning outcomes

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

1. Explain how customer feedback can improve the customer service process
2. Describe the process of promoting products and services
3. Explain the importance of effective teamwork and the monitoring of performance

Details of the relationship between the unit and relevant National Occupational Standards

This unit is linked to the ICS National Occupational Standards: NVQ Level 3 – 301.1.1/4/5/8/9/11/12/14, 301.2.2/4/5 KU 3/5/6/8, 302 KU 1/2/4/5/6.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- COM Level 2 – C2.1, C2.2, C2.3; Level 3 – C3.1a and 1b, C3.2
- AON Level 1 – N1.1, N1.2 and N1.3
- ICT Level 2 – ICT2.1, ICT2.2

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Unit 302

Developing and Improving the Customer Service Process

Outcome 1

Explain how customer feedback can improve the customer service process

Assessment Criteria

The learner can:

- 2.1.1 Describe the benefits of evaluating the customer service experience
- 2.1.2 Describe and compare a range of techniques used in monitoring customer service delivery
- 2.1.3 Design a method of obtaining customer feedback
- 2.1.4 Explain how the outcome of an organisational SWOT analysis can be used to promote a cycle of continuous improvement
- 2.1.5 Explain the techniques used to monitor and review the impact of any changes introduced in an organisation to customers, employees and the organisation

Notes for Guidance

2.1.1

The evaluation of any customer service process benefits organisations because:

- good customer service is vital for the survival of an organisation
- excellent customer service can make an organisation more successful than its competitors
- they can check customer needs and expectations are being met
- they can act upon the evaluation and make improvements

2.1.2

A range of techniques can be used to monitor customer service delivery eg:

- Any feedback collected, recorded and analysed contributes towards continuous customer service improvement. Customer feedback can be collected using a range of methods eg informal - asking questions verbally during discussion either face-to-face or on the telephone; recording unsolicited customer comments; spontaneous customer feedback or formal -, formal interviews, one to one, or in a group; written questionnaires; focus groups; street surveys; telephone surveys; direct mailings; mystery shoppers; suggestion boxes. The effectiveness of each would depend on the situation it was used in. Cost and percentage of response for example would have to be considered.
- Analysis of records can help to identify trends in customer service delivery. These can be records of sales, results from advertising etc. These trends might link to a need for process improvement or they might suggest individuals' performance needs addressing
- Record keeping system for customer complaints, feedback on products, purchase trends can also be used to monitor customer service delivery eg a drop in sales may indicate the customer service offered is not meeting expectations. However, this would need to be backed by eg a customer survey as the fall in sales may be due to the product being unpopular rather than poor customer service.

2.1.3

The methods available to obtain customer feedback are eg:

- asking questions (verbally, face-to-face or on the 'phone)
- formal interviews, 1:1 or in a group
- written questionnaires
- street surveys
- telephone surveys
- direct mailings
- service calls

Formal feedback is where set questions are asked to find out specific detail while informal feedback tends to be spontaneous and while useful information can be obtained it is not gathering data on specifics.

Formal methods of gathering feedback can be aimed at a specific group of customers and will be structured to ensure it gathers the feedback required.

2.1.4

A SWOT analysis considers the strengths, weaknesses, opportunities and threats of an organisation.

A SWOT analysis groups key pieces of information into two main categories:

- Internal factors – The strengths and weaknesses internal to the organisation
- External factors – The opportunities and threats presented by the external environment to the organisation.

Through the use of a SWOT analysis the key internal and external factors that are important to achieving an objective can therefore be identified. The final outcome of the SWOT analysis allows an organisation to assess whether or not it is successful, whether a project can work or an objective be met and where changes should be made. An organisation can use the SWOT to continually assess its success (or otherwise) and decide what is working and what isn't, what is affecting them as an organisation and what the threats are and make improvements/ changes as required and then evaluate whether these have worked.

2.1.5

An organisation should be able to analyse the impact of any change through customer feedback obtained from different sources, eg observation, questionnaires, reduction in complaints etc.

Any change should be monitored and reviewed. Any monitoring or review must consider the impact the change has had on customers, employees, the organisation and further improvements may be needed before a change can be deemed successful.

Unit 302

Developing and Improving the Customer Service Process

Outcome 2

Describe the process of promoting products and services

Assessment Criteria

The learner can:

- 2.2.1 Explain how Unique Selling Points (USP) can influence the customer choice of products and services
- 2.2.2 Define what a Unique Service Offer (USO) is and how it is used to differentiate service offers from that of competitors
- 2.2.3 Explain how organisations promote their products and services
- 2.2.4 Describe how cost benefit analysis would influence the method used to promote a product or service
- 2.2.5 Describe the importance of evaluating promotions

Notes for Guidance

2.2.1

A unique selling point or proposition (USP) defines an organisation's competitive advantage. An organisation must identify what makes it different from the competitors and emphasise these advantages in marketing thus influencing the customer's choice of products and services.

2.2.2

A USO (Unique Service Offer) is used to differentiate a service offer from that of competitors or comparable organisations. USOs are directly related to why customers choose to do business with organisations.

2.2.3

Many methods of promotion are available to organisations eg advertising, word of mouth, print media such as local and national papers, telesales, TV, radio and other advertising campaigns. Organisations will also use techniques such as selling benefits NOT features to promote their product/ services to customers.

2.2.4

Cost-benefit analysis is a term that refers to the process involved in weighing the total expected costs against the total expected benefits of one or more actions in order to choose the best or most profitable option.

This means that the cost of any promotion method will be weighed against the likely benefits before a decision is made on the best or most cost effective one.

2.2.5

It is important to evaluate promotions to assess the impact of a promotional campaign on an organisation's ability to increase market share and/or customer satisfaction and to ensure there has been value for money.

Unit 302

Developing and Improving the Customer Service Process

Outcome 3

Explain the importance of effective teamwork and the monitoring of performance

Assessment Criteria

The learner can:

- 2.3.1 Identify different communication techniques used when managing a team
- 2.3.2 Describe the inter-personal skills required for effective team working
- 2.3.3 Explain the importance of effective service partnerships for the delivery of excellent customer service
- 2.3.4 Explain the dynamics of team working
- 2.3.5 Explain why it is important to agree set goals with team members
- 2.3.6 Explain the methods used by organisations to set levels of customer service performance
- 2.3.7 Identify methods for monitoring the performance of individual and teams
- 2.3.8 Explain how team members can self-assess and develop their customer service skills and knowledge
- 2.3.9 Complete a personal development plan

Notes for Guidance

2.3.1

When managing a team use of the correct method of communication is vital.

There are a number of ways in which a team can be communicated with eg:

- Team briefing – a team briefing allows management to inform staff on subjects that are important, give an explanation on a regular basis.
- One to one communication which allows the two parties to ask questions and ensure understanding. Good face to face communication allows immediate feedback on what the person is hearing and understanding or not hearing and understanding. It also allows those communicating to adapt their technique to meet the situation.
- Emails and memos which allow quick and regular communication often to large groups ensuring a consistent message is put across.

Good communication with a team requires that it is managed and timed. Poor team management will occur if the team is not given the correct information at the correct time. Good team management is about ensuring communication is planned, with clear intention.

It is important that the communication is presented in a direct, simple language.

2.3.2

A range of interpersonal skills can be used to maintain effective team working eg oral communication skills; written communication skills; non-verbal communication skills (body language); telephone skills; questioning skills; listening skills; decision-making skills; problem-solving skills; information-gathering skills; personal development skills.

It is necessary at times to adapt eg

- body language to suit the situation for example when trying to motivate
- problem solving skills where for example it is necessary to work with others to reach a solution instead of working in isolation

For effective team working, oral communication skills are very important to ensure there is clear communication with the others in the team.

2.3.3

A service partnership can be formed between two organisations or two departments of the same organisation in order to provide more effective customer service.

The service partnership model encourages service teamwork and co-operation rather than identifying one party as the internal customer of the other. For a service partnership all those involved in the delivery of a product or service must work together. If one person, department or organisation does not work as part of the team there will be a 'break' in the partnership and so the flow of effective and reliable customer service can fail.

2.3.4

All team members should be made aware of organisational goals and guidelines and how to access them. The team has to fit in with other parts of the organisation. Each team should have clear objectives that are linked to the overall organisation objectives. This is likely to mean meetings with other teams, sections or departments to understand other teams' roles. A team may be only two people working together, but the principles of good communication skills and an open approach to people and ideas are the same.

Team dynamics are the unseen forces that operate in a team between different people or groups. Personality styles, job roles, organisational culture, technology, procedures, office layout can all affect the dynamics of a team.

2.3.5

A team requires a team leader who will need to have good listening and questioning skills and the ability to develop these skills in team members. The team leader also needs to agree and set goals with team members and know exactly what the team is expected to achieve. Without this knowledge and leadership the team is likely to find difficulties in working together as a group to achieve common goals.

2.3.6

Levels of performance are set by eg:

- Key Performance Indicators (KPI) - they can help an organisation define and measure progress toward organisational goals. They could be sales targets, number of complaints etc.
- Service Level Agreements (SLA) - a contract that exists between customers and their service provider, or between service providers. It records the common understanding about services, priorities, responsibilities, guarantee, and such, collectively states the level of service. The service offer sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- Customer charter – is the organisation's statement about the level of service they will offer eg some customer charters will set out how they will compensate a customer when customer service has not been delivered in line with the charter; or it will clearly state the timescales for responses.

These are the levels of performance that must be known and worked towards by all those in an organisation to ensure the level of customer service expected is delivered.

2.3.7

The methods of assessing and monitoring individual and team performance include eg observation, psychometric testing, training needs analysis (TNA), feedback, questioning, one-to-one meeting. The appropriateness of the method used will need to be considered eg cost implications, interpersonal problems, time, and access to resources.

Additionally it is possible to benchmark achievement against targets, SLA, industry codes of practice, NOS (National Occupational Standards), KPIs and so monitor achievement

In deciding on the method to be used the advantages and disadvantages of each will need to be considered eg cost implications, time, access to resources.

2.3.8

In any team, individual team members need knowledge and skills, as defined by an appropriate role profile, to support the achievement of their own aims and objectives and those of the organisation.

To help team members assess and then plan how they can improve their customer service skills and knowledge it is essential to:

- establish the required skills and knowledge
- carry out a Training Needs Analysis on individuals
- consider individual learning styles
- consider development opportunities available

The development opportunities could include: coaching, mentoring, work-shadowing, feedback opportunities, in-house training, formal performance appraisals and e-learning.

2.3.9

A personal development plan is a tool to:

- list agreed areas for development
- list the activities to be undertaken to achieve this development
- who may assist you with this development
- when it should be achieved or reviewed
- indicate the evidence that will show achievement of the learning in your plan

Any development plan should follow SMART criteria ie be Specific, Measurable, Achievable, Realistic and Time bound.

4 Assessment

4.1 Summary of assessment methods

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

Unit No.	Title	Assessment Method	Where to obtain assessment materials
301	Principles of Customer Service Delivery	Assignment 4417-301 Externally set assignment, locally marked and externally verified.	Download available from City & Guilds website www.cityandguilds.com
302	Developing and Improving the Customer Service Process	Assignment 4417-302 Externally set assignment, locally marked and externally verified.	Download available from City & Guilds website www.cityandguilds.com

Time constraints

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

- It is anticipated that an assignment should take no longer than three hours, in total, to complete. Centres finding that assignments are taking longer, should contact the external verifier for guidance
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

5 Course design and delivery

5.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

5 Course design and delivery

5.2 Recommended delivery strategies

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

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

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

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

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

- A sample assignment is available on the City & Guilds website, www.cityandguilds.com.
- Useful material is available on SmartScreen, www.smartscreen.co.uk.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to the Level 3 NVQ in Customer Service and the Customer Service Apprenticeship. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 3 N/SVQ in Customer Service
- Level 3 Customer Service Apprenticeship

Key/Essential Skills (England, Wales and Northern Ireland)

Key Skills signposting

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each Key Skills qualification. Where candidates are working towards any Key Skills alongside this qualification, they will need to be registered with City & Guilds for the Key Skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or be able to produce evidence for, Key Skills at the same level as this qualification.

The 'signposts' below identify the **potential** for Key Skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any Key Skills evidence will need to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*' (available from www.cityandguilds.com/keyskills).

Unit number/ and title	Communication	Application of Number	Information and Communication Technology
301	Level 2 C2.1, C2.2, C2.3 Level 3 C3.1 a and b, C3.2	N/A	Level 2 ICT2.1, ICT 2.2
302	Level 2 C2.1, C2.2, C2.3 Level 3 C3.1 a and b, C3.2	Level 1 AON 1.1, AON 1.2, AON 1.3	Level 2 ICT2.1, ICT 2.2

Functional Skills (England only)

The Key Skills qualifications are expected to be phased out in England from 2010, and will be largely replaced by the Functional Skills awards. More information about these qualifications is available from www.cityandguilds.com/functionalskills.

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

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

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

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

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains other useful information:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training