

Qualification Handbook

BIIAB Level 3 NVQ Diploma in Contact Centre Operations

601/4124/4
C00/0671/6

Version 3

Version and date	Change, alteration or addition	Section
Version 2, June 2017	Correction to Rules of Combination	Rules of Combination
Version 3, January 2018	Updated throughout to remove reference to "QCF"	
	RoC updated with TQT figures	Rules of Combination

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1. About the BIIAB Level 3 NVQ Diploma in Contact Centre Operations

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 3 NVQ Diploma in Contact Centre Operations	601/4124/4	C00/0671/6

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within Contact Centres at Level 3.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 3 Certificate in Contact Centre Operations and Functional Skills in English and Mathematics at Level 2, the qualification is designed to make up the component parts of the Advanced Apprenticeship in Contact Centre Operations in England.

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 3 NVQ Diploma in Contact Centre Operations Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 NVQ Diploma in Contact Centre Operations, learners **must** gain a **total of 42 credits**. This **must** consist of:

- **Minimum total** unit credit: **42**
- Mandatory Group A **minimum** credit: **6**
- Optional Group B **minimum** credit: **21**
- In addition, from Optional Group B or C **minimum** credit: **15**.
- A **minimum of 23** credits **must** be achieved through the completion of units at **Level 3 or above**.
- GLH: **86**
- TQT: **420**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit Code	URN	Unit Title	Credit	Level	GLH	Assessment Method
CC4	D/503/0352	Comply with health and safety procedures in a contact centre	2	1	9	Portfolio
CC2	Y/503/0348	Develop personal and organisational effectiveness in a contact centre	4	3	10	Portfolio

Optional Group B

Unit Code	URN	Unit Title	Credit	Level	GLH	Assessment Method
CC5	M/503/0355	Monitor health and safety procedures in a contact centre	5	3	20	Portfolio
CC10	R/503/0364	Support team use of contact centre systems and technology	6	3	20	Portfolio
CC15	T/503/0387	Supervise customer service activities in a contact centre team	4	3	8	Portfolio
CC16	A/503/0388	Manage customer service delivery in a contact centre	6	4	10	Portfolio
CC19	L/503/0394	Carry out direct sales activities in a contact centre	5	2	15	Portfolio
CC20	D/503/0397	Lead direct sales activities in a contact centre team	4	3	8	Portfolio
CC21	H/503/0398	Manage direct sales activities in a contact centre	6	4	12	Portfolio
CC25	K/503/0404	Communicate information to customers through a contact centre	4	3	8	Portfolio
CC26	T/503/0406	Coordinate customer communication processes in a contact centre	6	4	12	Portfolio
CC27	A/503/0407	Contribute to performance management in a contact centre	4	3	12	Portfolio
CC32	J/503/0426	Support customers and colleagues when providing contact centre services	5	3	15	Portfolio
CC33	L/503/0427	Maintain customer support operations in a contact centre	5	4	8	Portfolio
CC35	L/503/0430	Contribute to resource plan development in contact centre operations	7	3	38	Portfolio
CC38	K/503/0421	Deal with incidents through a contact centre	7	2	40	Portfolio
CC39	K/503/0418	Manage incidents referred to a contact centre	6	3	30	Portfolio

Optional Group C

Unit Code	URN	Unit Title	Credit	Level	GLH	Assessment Method
CFAQ15	M/502/4300	Using email	3	2	20	Portfolio
CFAQ66	F/502/4379	Using collaborative technologies	4	2	30	Portfolio
CFAQ29	J/502/4397	Bespoke software	4	3	30	Portfolio
CFAQ6	M/502/8606	Handling objections and closing sales	3	2	22	Portfolio
CFAQ70	T/502/8641	Leading a sales or marketing team	4	3	25	Portfolio
CFAQ10	F/502/8612	Negotiating, handling objections and closing sales	4	3	22	Portfolio
CFAQ71	A/502/8639	Contributing to the development and launch of new products and/or services	4	3	26	Portfolio
CFAQ79	M/600/9600	Set objectives and provide support for team members	5	3	35	Portfolio
CFAQ80	L/600/9586	Manage own professional development within an organisation	4	3	20	Portfolio
CFAQ81	L/600/9636	Support team members in identifying, developing and implementing new ideas	4	3	20	Portfolio
CFAQ82	Y/600/9669	Plan, allocate and monitor work of a team	5	3	25	Portfolio
CFAQ83	D/600/9804	Manage customer service in own area of responsibility	4	3	25	Portfolio
CFAQ84	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	4	3	20	Portfolio
CFAQ85	R/600/9685	Manage conflict in a team	3	3	20	Portfolio
CFAQ86	Y/600/9686	Lead and manage meetings	4	3	20	Portfolio
CFAQ47	H/601/1540	Support customers using on-line customer services	5	2	33	Portfolio
CFAQ58	M/601/1542	Buddy a colleague to develop their customer service skills	5	2	33	Portfolio
CFAQ59	R/601/1548	Develop your own customer service skills through self-study	6	2	40	Portfolio
CFAQ67	L/601/1225	Deal with customers using bespoke software	5	2	33	Portfolio
CFAQ54	Y/601/1227	Maintain customer service through effective handover	4	2	27	Portfolio
CFAQ72	Y/601/1230	Organise the delivery of reliable customer service	6	3	40	Portfolio

Unit Code	URN	Unit Title	Credit	Level	GLH	Assessment Method
CFAQ73	H/601/1568	Lead a team to improve customer service	7	3	47	Portfolio
CFAQ74	H/601/1571	Gather, analyse and interpret customer feedback	10	3	67	Portfolio
CFAQ75	T/601/1574	Monitor the quality of customer service transactions	7	3	47	Portfolio
CFAQ76	K/601/1233	Build a customer service knowledge set	7	3	47	Portfolio
CFAQ44	D/601/1553	Work with others to improve customer service	8	3	53	Portfolio
CFAQ45	D/601/1522	Process customer service complaints	6	3	40	Portfolio
CFAQ77	K/601/1524	Handle referred customer complaints	10	4	67	Portfolio
CFAQ78	T/601/1235	Champion customer service	10	4	67	Portfolio
CFAQ43	H/600/9660	Develop working relationships with colleagues	3	2	15	Portfolio
CFAQ61	A/502/4297	Using the internet	4	2	30	Portfolio
CFAQ63	D/502/4292	IT communication fundamentals	2	2	15	Portfolio

Barred Units

This unit	Is barred against this unit
CFAQ29 (J/502/4397) Bespoke software	CFAQ67 (L/601/1225) Deal with customers using bespoke software

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Contact Centres at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to Management qualifications.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Diploma in Management
- BIIAB Level 4 NVQ Diploma in Management
- BIIAB Level 4 Diploma in Management and Leadership
- Career progression

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by Skills CFA. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills CFA designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and quality assurer(s) delivering, quality assuring and certificating the qualification. Centres should also refer to the full strategy available at www.skillsca.org.

Skills CFA assessment strategy

Requirements of Assessors, External and Internal Quality Assurers

Learners may be assessed, moderated or quality assured at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess learners' knowledge, behaviours and skills in a range of relevant activities and to ensure the evidence submitted by the learner meets the requirements of the assessment criteria. It is important that an assessor can recognise knowledge, competence and behaviours as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing learners. To assess learners, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess learners undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/quality assurer and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors **must** provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally quality assure competence-based assessments and learners. IQAs holding older qualifications **must** be able to demonstrate that they are internally quality assuring to the current standards.

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in the workplace.
- demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure the quality of internal quality assurance and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally quality assuring.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to quality assure competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are quality assuring to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be quality assured, and know how they are applied in business.
- demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and quality assurers to maintain current competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via the BIIAB website: <https://www.biiab.org/>

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this handbook, and makes all units available via the BIIAB website.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <https://www.biiab.org/>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <https://www.biiab.org/>.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit <https://www.biiab.org/>.

QCF UNITS OF ASSESSMENT.

Title	Develop personal and organisational effectiveness in a contact centre	
Skills CFA Unit Ref.	CC2	
WBA Unit No.	Y/503/0348	
Level	3	
Credit Value	4	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Be able to improve performance in a contact centre	1.1 Assess strengths and areas for personal development in the skills and knowledge needed to fulfil job role requirements 1.2 Prioritise areas for personal development against job role requirements 1.3 Identify development activities that are appropriate for improving identified areas for development 1.4 Use learning from development activities in the job role within the agreed timescale	
2 Be able to obtain feedback on work performance in a contact centre	2.1 Identify sources of feedback that will help develop personal and organisational effectiveness 2.2 Obtain feedback from different sources that are relevant to their job role	
3 Be able to use feedback to improve personal and organisational effectiveness in a contact centre	3.1 Agree with a person in authority the actions to be undertaken as a result of an analysis of the feedback 3.2 Agree a development plan with a person in authority which includes agreed objectives 3.3 Implement agreed actions in accordance with the development plan 3.4 Evaluate the effectiveness of the development plan against agreed objectives	

QCF UNITS OF ASSESSMENT.

<p>4 Understand the principles underpinning personal and organisational effectiveness in a contact centre</p>	<p>4.1 Explain the products and/or services offered or supported by the contact centre</p> <p>4.2 Explain the requirements of contact centre operational procedures and guidelines</p> <p>4.3 Explain the regulation and legislation that have an impact on contact centre operations</p> <p>4.4 Explain the importance of taking responsibility for personal development</p> <p>4.5 Describe self-assessment techniques for measuring personal strengths and weaknesses</p> <p>4.6 Explain the importance of prioritising actions to develop personal and organisational effectiveness</p> <p>4.7 Explain methods for analysing feedback about personal and organisational effectiveness</p>
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Additional Information about the unit

<p>Unit purpose and aim(s)</p>	<p>This unit concerns being able to improve performance in a contact centre, obtain feedback on work performance, use feedback to improve personal and organisational effectiveness and understand the principles underpinning personal and organisational effectiveness in a contact centre</p>
<p>Unit expiry date</p>	
<p>Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)</p>	<p>Contact Centre NOS 2</p>
<p>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</p>	<p>Skills CFA Contact Centre Assessment Strategy</p>
<p>Support for the unit from an SSC or other appropriate body (if required)</p>	<p>Skills CFA</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>15. Business, Administration and Law</p>
<p>Name of the organisation submitting the unit</p>	<p>Skills CFA</p>

QCF UNITS OF ASSESSMENT.

Availability for use	Shared
Unit guided learning hours	10

QCF UNITS OF ASSESSMENT.

Title	Comply with health and safety procedures in a contact centre	
Skills CFA Unit Ref.	CC4	
WBA Unit No.	D/503/0352	
Level	1	
Credit Value	2	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Be able to comply with organisational health and safety procedures in a contact centre	1.1 Identify the health and safety procedures relevant to the job role 1.2 Follow organisational health and safety procedures and techniques at all times 1.3 Follow the organisational and the manufacturer's instructions for the use of equipment and tools	
2 Be able to minimise health and safety risks relating to the job role in a contact centre	2.1 Identify the health and safety risks relevant to the job role 2.2 List the job role duties and responsibilities for minimising health and safety risks 2.3 Keep the work area clean and tidy in accordance with organisational requirements 2.4 Identify the actions to be taken if health and safety risks are not being minimised	
3 Understand the principles of health and safety in a contact centre	3.1 State how health and safety procedures affect their job role 3.2 Explain the purpose and use of safety-related equipment 3.3 Explain how to lift and handle heavy objects safely 3.4 Describe the health and safety hazards relevant to the job role 3.5 Describe common health and safety standards in the workplace including excessive noise, prolonged use of display screens and hazardous substances	

QCF UNITS OF ASSESSMENT.

	<p>3.6 Explain why it is important to keep the work area clean and tidy</p> <p>3.7 State the difference between hazard and risk in the work area</p>
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Additional Information about the unit

Unit purpose and aim(s)	This unit concerns being able to comply with organisational health and safety procedures in a contact centre, minimise health and safety risks relating to the job role and understand the principles of health and safety in a contact centre
Unit expiry date	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Contact Centre NOS 4
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Contact Centre Assessment Strategy
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit guided learning hours	9

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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