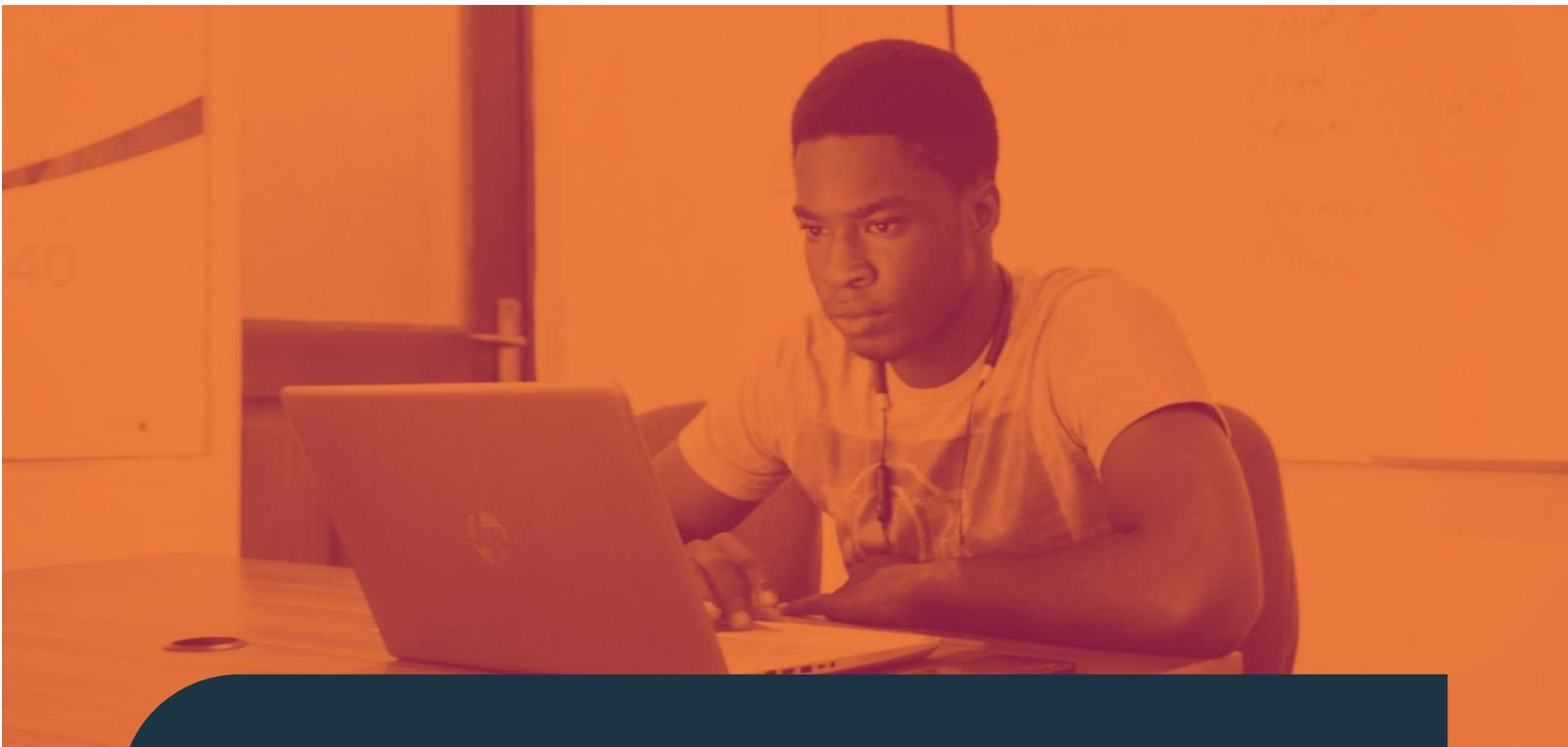




Qualification Guidance



BIIAB Level 2 Certificate in Principles of Customer Service

Level 2 Certificate – 601/7253/8



Qualification Guidance

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.0	January 2018	Updated throughout to remove reference to "QCF" RoC updated with TQT figures
2.1	August 2023	Reformatted Qualification Guide into new branding



Qualification Guidance

Contents

About Us.....	1
Contents.....	2
Qualification Summary	3
About the BIIAB Level 2 Certificate in Principles of Customer Service.....	4
Objective and Purpose of this Qualification	4
About this Guidance.....	4
BIIAB Qualifications Limited Customer Service	5
What are Rules of Combination (ROC)?	5
BIIAB Level 2 Certificate in Principles of Customer Service Rules of Combination (ROC) and Structure	6
Age Restriction	6
Entry Requirements and Progression	7
Assessment.....	7
Initial Assessment and Induction	12
Resources	12
Design and Delivery.....	13
Format of Units	13
Initial Registration	15
Qualification Review and Feedback.....	16
Mandatory Units.....	16

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Certificate in Principles of Customer Service – 601/7253/8	
Qualification Purpose	To prepare for further learning
Age Range	Pre 16 ✓ 16-18 ✓ 18+ 19+ ✓
Regulation	The above qualification is regulated by Ofqual
Assessment	<ul style="list-style-type: none"> Practical Demonstration/Assignment
Type of Funding Available	See FaLa (Find a Learning Aim)
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/10/2015
Review Date	30/06/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	135 hours
Total Qualification Time (TQT)	150 hours
Credit Value	15
BIIAB Qualifications Limited Sector	Business Support
Ofqual SSA Sector	15.2 Administration
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited web site



Qualification Guidance

About the BIIAB Level 2 Certificate in Principles of Customer Service

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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)
BIIAB Level 2 Certificate in Principles of Customer Service	601/7253/8

Objective and Purpose of this Qualification

This qualification has been designed for learners who wish to develop knowledge and understanding about Customer Service at level 2.

The primary purpose of the qualification is to prepare for further learning. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Customer Service at this level and as such the sub-purpose is to develop knowledge and/or skills in this subject area.

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.

About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.



Qualification Guidance

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups of units (e.g. 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 Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (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.

Qualification Guidance

BIIAB Level 2 Certificate in Principles of Customer Service Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Principles of Customer Service learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total** credit: **15**
- Mandatory Group A **minimum** credit: **15**
- A **minimum of 15** credits **must** be achieved through the completion of units at **Level 2** and above.
- Guided Learning hours (GLH): **135** hours
- Total Qualification Time (TQT): **150** hours

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

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CS47	R/506/4854	Understanding the organisation	2	5	45	Assessment Knowledge Module (AKM)
CS48	Y/506/4855	Prepare to deliver excellent customer service	2	5	45	Assessment Knowledge Module (AKM)
CS49	K/503/0323	Communication in the customer service role	2	5	45	Assessment Knowledge Module (AKM)

Age Restriction

This qualification is appropriate for use in the following age ranges:

- Pre 16
- 16-18
- 19+

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 knowledge to work effectively within Customer Service at this level. It also will allow for a number of progression routes to employment and into other areas of learning. The recommended progression route is to the BIIAB Level 2 Diploma in Customer Service or the BIIAB Level 3 Diploma in Customer Service, both of which focus on the skills required to work in Customer Service roles.

Achievement of the qualification offers opportunities for progression, including:

- 601/3734/4 BIIAB Level 2 Diploma in Customer Service
- 601/3735/6 BIIAB Level 3 Diploma in Customer Service

Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited or Centre Deviced Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB Qualifications Limited External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Deviced Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Deviced Assessment process and procedure.

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

Qualification Guidance

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.

Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence 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 candidates. To be able to assess candidates, assessors must:

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

OR

Qualification Guidance

- 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/verifier 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.

Expert Witnesses – Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the learner's performance in the workplace, such as line managers, experienced workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the learner's work
- have first-hand experience of the learner's performance and understanding.

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

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 verifying. 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 verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards

OR

Qualification Guidance

- 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 verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification 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 verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying 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 verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB 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.

Qualification Guidance

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.

Knowledge Units

Employers can use knowledge tests to assess an employee's knowledge and understanding of, for example, an organisational procedure.

Knowledge components set out in the standards can also be assessed by knowledge tests. In this case, assessors and internal verifiers must make sure that:

- the use of knowledge tests has been agreed with the external verifier in advance
- the knowledge being tested matches that specified in the NOS
- a robust assessment methodology comparable to awarding body practices is used.

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Module (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

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. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

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

Qualification Guidance

role.

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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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 guidance document 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

Qualification Guidance

included within. BIIAB Qualifications Limited also assign unique unit numbers which 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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.



Qualification Guidance

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.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>



Qualification Guidance

Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification. Access to all optional units is available on request.

Understanding the organisation

Unit Reference	R/506/4854
BIIAB Reference	CS47
Level	2
Credit Value	5
Guided Learning (GL)	45
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the organisation
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.5) The learner can:
1. Understand the factors that affect an organisation and the customer service role	1.1 Describe the products and services of commercial, public and third sector organisations 1.2 Describe the differences in customer service between commercial, public and third sector organisations 1.3 Outline the role played by the customer service occupation within the organisation and industry 1.4 Identify the major competitors of the organisation 1.5 Identify factors that can affect the reputation of the organisation
2. Understand employee rights, responsibilities and organisational procedures	2.1 State employer and employee rights and responsibilities under employment law and the importance of having these 2.2 Detail employer and employee rights and responsibilities under current workplace Health and Safety legislation 2.3 Describe the organisation's procedures for health and safety and documentation used

	<p>2.4 Outline how current Equality law relates to employment</p> <p>2.5 Identify other key legislation relating to industry and the organisation</p> <p>2.6 Describe organisational procedures for equality and diversity detailing any monitoring and documentation activity</p>
<p>3. Understand career pathways within customer service</p>	<p>3.1 Describe the main career pathways available within a customer service role</p> <p>3.2 Identify sources of information and advice available on the customer service industry, occupations and career progression</p> <p>3.3 Identify methods of learning available in the organisation to assist in career progression</p> <p>3.4 Identify the procedure for accessing formal learning programmes and the procedure for challenging refusal if available</p> <p>3.5 Explain how new customer service situations can aid self development and career progression</p>
<p>4. Understand how employees are supported within the customer service role</p>	<p>4.1 Identify sources of information and advice on employment rights and responsibilities</p> <p>4.2 Identify types of representative body related to the industry</p> <p>4.3 Detail the main roles and responsibilities of each representative body and their relevance to the industry</p> <p>4.4 Outline sources of support for their role within the organisation to include issues relating to:</p> <ul style="list-style-type: none"> • equality

Qualification Guidance

	<ul style="list-style-type: none"> • health and safety • career progression
<p>5. Know the organisation's policies and procedures</p>	<p>5.1 Describe the main principles, policies and procedures of their organisation and its documentation</p> <p>5.2 Explain how the organisation's principles are disseminated to employees</p> <p>5.3 Outline relevant policies and codes of practice adopted by the organisation and how employees are made aware of these</p> <p>5.4 Explain how employees are consulted on changes to the principles, procedures and policies within the organisation</p> <p>5.5 Identify issues of public concern relating to their industry and organisation and how these are dealt with</p>

Prepare to deliver excellent customer service

Unit Reference	Y/506/4855
BIIAB Reference	CS48
Level	2
Credit Value	5
Guided Learning (GL)	45
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to deliver excellent customer service
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.6) The learner can:
1. Understand the principles of customer service in an organisation	1.1 Describe the organisation's products and services 1.2 Explain how customers are made aware of the organisation's offer 1.3 Identify the customers of the organisation 1.4 Explain how to keep up to date with the organisation's offer 1.5 Describe the organisation's policies and procedures relating to customer service and the importance of following them 1.6 Describe the publicity available about the organisation's products and services 1.7 Describe the implications of poor customer service in commercial, public sector and third sector organisations
2. Understand how customer needs and expectations are identified	2.1 Outline ways in which customer expectations can be identified 2.2 Identify how customer expectations can be met within the offer of the organisation

	<p>2.3 Describe how to tell customers that their needs cannot be met by the organisation</p> <p>2.4 Identify reasons for customer service being delayed and the impact of this on customers</p> <p>2.5 Outline how to tell customers that the service will be delayed</p> <p>2.6 Explain why it is important to keep customers informed of progress and delays when dealing with a complaint</p>
<p>3. Understand how to balance customer expectations against the organisation's offer</p>	<p>3.1 Outline the customer service offers of two organisations to include</p> <ul style="list-style-type: none"> • one commercial organisation • one public or third sector organisation <p>3.2 Explain how resource and financial implications reflect on the organisation's offer and customers' expectations</p> <p>3.3 Explain how customers' expectations are arrived at within their organisation's offer</p> <p>3.4 Identify examples of when customer service may be limited by organisational goals</p> <p>3.5 Describe how to tell a customer that their service expectations are outside of the organisation's offer</p>
<p>4. Understand how complaints are handled</p>	<p>4.1 Explain why customers may complain to or about an organisation</p> <p>4.2 Outline the complaints handling procedure in the organisation</p> <p>4.3 Identify ways in which complaints may be defused prior to escalation to include:</p> <ul style="list-style-type: none"> • face to face

	<ul style="list-style-type: none"> • written (letter, email) • via the telephone <p>4.4 Outline the effects of complaints on commercial, public sector and third sector organisations</p> <p>4.5 Explain why complaints are monitored and how the monitoring is used</p>
<p>5. Understand legislation relating to customer service</p>	<p>5.1 Identify customer related legislation and external regulations and how these may affect customer service</p> <p>5.2 Outline how business service improvements might be limited by legislation</p> <p>5.3 Explain how current workplace Health and Safety laws are relevant to customer service</p> <p>5.4 Explain individual health and safety responsibilities while delivering customer service</p> <p>5.5 Identify ways in which the security of customers and their property can be protected</p> <p>5.6 Describe how to gain approval to change customer service procedures or practices that are affected by legislation</p>

Communication in the customer service role

Unit Reference	K/503/0323
BIIAB Reference	CS49
Level	2
Credit Value	5
Guided Learning (GL)	45
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to communicate and handle customer information in a customer service role
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.5) The learner can:
1. Understand methods of communication with customers	1.1 Outline why different situations need different methods of communication 1.2 Identify communication methods suitable for a series of customer interactions 1.3 Identify the advantages and disadvantages of the main communication methods to customers to include: <ul style="list-style-type: none"> • Face to face • In writing • Via telephone 1.4 Outline the content of a standard letter in response to a customer query 1.5 Explain what is meant by active listening and its importance when dealing with customers 1.6 Describe the standard greetings of three different organisations and how they impact on customers
2. Understand how to handle customer service information	2.1 Explain what information may be held about customers by an organisation

	<p>2.2 Outline how customer information is kept secure and confidential</p> <p>2.3 Identify information about the organisation that should not be disclosed to customers</p> <p>2.4 Explain why certain information should not be disclosed to customers and the implications on the organisation if it is</p>
<p>3. Understand how to work as part of a team to provide effective customer service</p>	<p>3.1 Outline limits of individual role when delivering customer service</p> <p>3.2 Identify others involved in the customer service function</p> <p>3.3 Identify sources of assistance for queries outside individual responsibility</p> <p>3.4 Explain how other team members can assist in offering excellent customer service</p> <p>3.5 Explain the importance of keeping colleagues and others informed of customer service operations</p> <p>3.6 Outline how customer queries can aid individual and colleagues' development</p> <p>3.7 Explain how to disseminate customer service information for the benefit of colleagues</p>
<p>4. Understand how to meet the needs of a diverse range of customers</p>	<p>4.1 Identify the main types of customer that may need to be dealt with</p> <p>4.2 Describe the aids available to assist customers with special requirements</p> <p>4.3 Outline how to respect cultural diversity in customer service</p>

Qualification Guidance

	<p>4.4 Explain how to recognise the following types of customer:</p> <ul style="list-style-type: none"> • Angry • Distressed • Upset • Violent <p>4.5 Explain how to deal with customers who are:</p> <ul style="list-style-type: none"> • Angry • Distressed • Upset • Violent
<p>5. Understand the importance of promoting and evaluating products and services</p>	<p>5.1 Detail how products and services can be promoted in an organisation</p> <p>5.2 Explain the importance of evaluating customer service</p> <p>5.3 Identify methods of evaluation of the customer experience that may be used</p> <p>5.4 Detail how customer feedback is disseminated to colleagues</p> <p>5.5 Explain how evaluation can lead to customer service improvements</p>