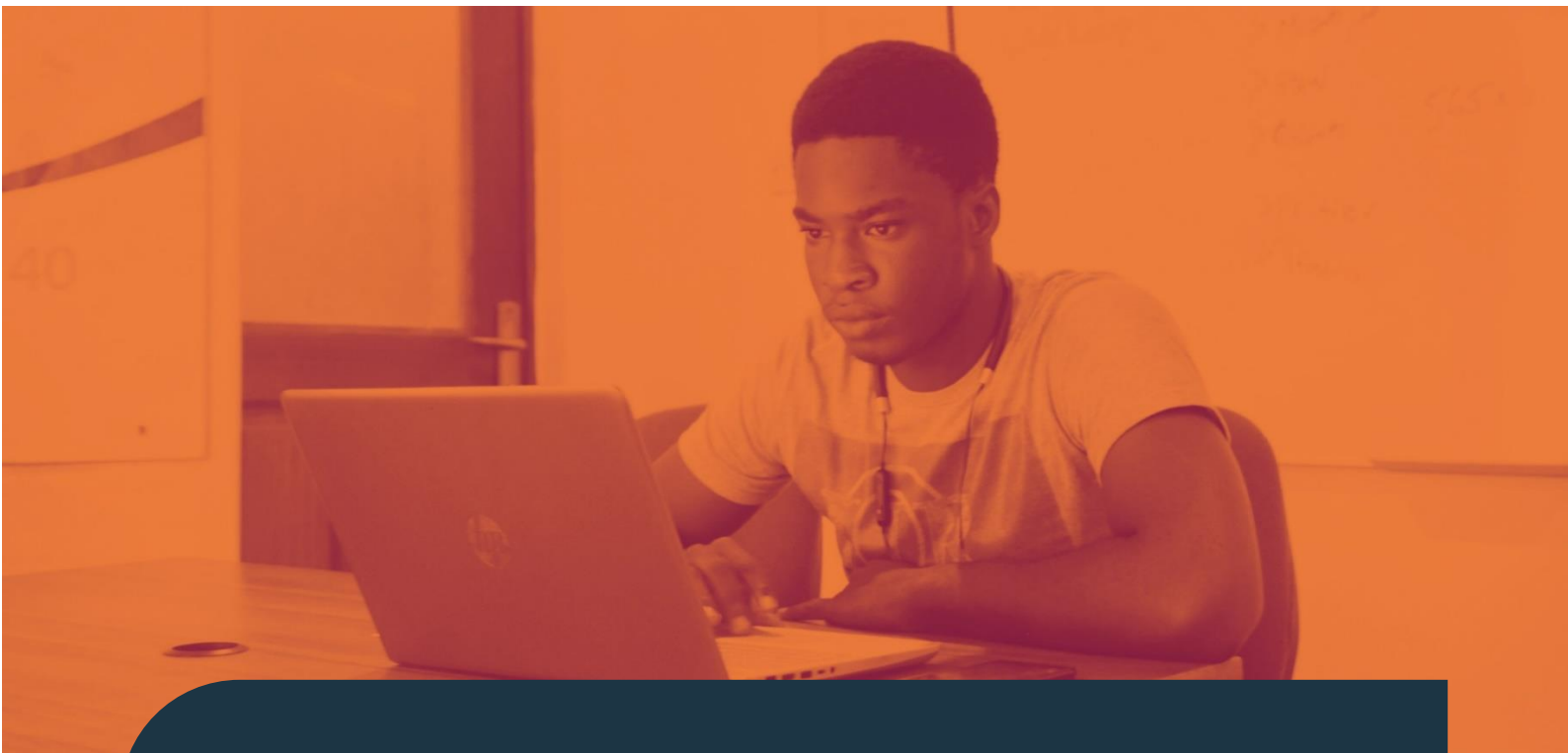




Qualification Guidance



BIIAB Level 3 Diploma in Customer Service

Level 3 Diploma – 601/3735/6



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 |
|---------|-------------|---|
| 1.5 | August 2023 | Reformatted Qualification Guide into new branding |

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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 3 Diploma in Customer Service – 601/3735/6 | |
| Qualification Purpose | To allow learners to obtain and then demonstrate the skills and knowledge to work at a high, and potentially supervisory, level in the Customer Service sector. |
| Age Range | Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input type="checkbox"/> 19+ <input checked="" type="checkbox"/> |
| Regulation | The above qualification is regulated by Ofqual |
| Assessment | <ul style="list-style-type: none"> • Portfolio of Evidence • 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 | 01/09/2014 |
| Review Date | 30/06/2025 |
| Operational End Date | |
| Certification End Date | |
| Guided Learning (GL) | 289 hours |
| Total Qualification Time (TQT) | 550 hours |
| Credit Value | 55 |
| BIIAB Qualifications Limited Sector | Business Support |
| Ofqual SSA Sector | 15.2 Administration |
| Support from Trade Associations | |
| Administering Office | See BIIAB Qualifications Limited web site |



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About the BIIAB Level 3 Diploma in 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 3 Diploma in Customer Service | 601/3735/6 |

Objective and Purpose of this Qualification

The BIIAB Level 3 Diploma in Customer Service has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work at a high, and potentially supervisory, level in the Customer Service sector.

It is also a key component part of the Skills CFA Advanced Level Apprenticeship Framework in Customer Service.

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.



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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.

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BIIAB Level 3 Diploma in Customer Service Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Customer Service learners **must** gain a **total of 55** credits. This **must** consist of:

- **Minimum total** credit: **55**
- Mandatory Group A **minimum** credit: **31**
- Optional Groups B and C **minimum** credit: **24**. This **must** consist of:
 - Optional Group B **minimum** credit: **15**
 - Optional Group C **minimum** credit: **9**
- A **minimum of 40** credits **must** be achieved through the completion of units at Level 3 and above.
- Guided Learning hours (GLH): **289** hours
- Total Qualification Time (TQT): **550** 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 |
|----------|------------|--|-------|--------|-----|-----------------------------------|
| CS25 | L/506/2150 | Organise and deliver customer service | 3 | 5 | 27 | Portfolio |
| CS26 | Y/506/2152 | Understand the customer service environment | 3 | 5 | 40 | Assessment Knowledge Module (AKM) |
| CS27 | J/506/2910 | Understand customers and customer retention | 3 | 4 | 35 | Assessment Knowledge Module (AKM) |
| CS30 | K/506/2169 | Resolve customers' problems | 3 | 4 | 19 | Portfolio |
| B&A 59 | D/506/1942 | Principles of business | 3 | 10 | 74 | Assessment Knowledge Module (AKM) |
| M&L 9 | T/506/2952 | Manage personal and professional development | 3 | 3 | 12 | Portfolio |

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Optional Unit Group B

| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|---|-------|--------|-----|-------------------|
| CS28 | Y/506/2166 | Develop resources to support consistency of customer service delivery | 3 | 5 | 21 | Portfolio |
| CS29 | D/506/2167 | Use service partnerships to deliver customer service | 3 | 3 | 20 | Portfolio |
| CS31 | R/506/2151 | Resolve customers' complaints | 3 | 4 | 22 | Portfolio |
| CS32 | D/506/2170 | Gather, analyse and interpret customer feedback | 3 | 5 | 24 | Portfolio |
| CS33 | K/506/2172 | Monitor the quality of customer service interactions | 3 | 5 | 27 | Portfolio |
| CS5 | D/506/2119 | Communicate verbally with customers | 2 | 3 | 14 | Portfolio |
| CS6 | T/506/2126 | Communicate with customers in Writing | 2 | 3 | 20 | Portfolio |
| CS12 | L/506/2133 | Promote additional products and/or services to customers | 2 | 2 | 14 | Portfolio |
| CS14 | Y/506/2135 | Exceed customer expectations | 2 | 3 | 15 | Portfolio |
| CS15 | T/506/2143 | Deliver customer service whilst working on customers' premises | 2 | 4 | 20 | Portfolio |
| CS18 | F/506/2159 | Deliver customer service to challenging customers | 2 | 3 | 16 | Portfolio |

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| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|---|-------|--------|-----|-------------------|
| CS19 | Y/506/2149 | Develop customer relationships | 2 | 3 | 18 | Portfolio |
| CS20 | T/506/2160 | Support customer service improvements | 2 | 3 | 12 | Portfolio |
| CS21 | A/506/2161 | Support customers through real-time online customer service | 2 | 3 | 15 | Portfolio |
| CS22 | H/506/2977 | Support customers using self-service equipment | 2 | 3 | 18 | Portfolio |
| CS23 | J/506/2163 | Use social media to deliver customer service | 2 | 3 | 18 | Portfolio |
| CS24 | K/506/2978 | Provide post-transaction customer service | 2 | 5 | 22 | Portfolio |
| CS35 | D/506/2153 | Champion customer service | 4 | 4 | 17 | Portfolio |
| CS38 | R/506/2179 | Build and maintain effective customer relations | 4 | 6 | 25 | Portfolio |
| CS40 | L/506/2181 | Manage a customer service award programme | 4 | 4 | 15 | Portfolio |
| CS41 | Y/506/2183 | Manage the use of technology to improve customer service | 4 | 4 | 14 | Portfolio |
| CA42 | D/506/2962 | Develop a social media strategy for customer service | 4 | 5 | 16 | Portfolio |

| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|--|-------|--------|-----|-------------------|
| B&A 42 | H/506/1912 | Negotiate in a business environment | 3 | 4 | 18 | Portfolio |
| M&L 10 | T/506/1820 | Promote equality, diversity and inclusion in the workplace | 3 | 3 | 15 | Portfolio |
| M&L 11 | A/506/1821 | Manage team performance | 3 | 4 | 21 | Portfolio |
| M&L 12 | J/506/1921 | Manage individuals' performance | 3 | 4 | 20 | Portfolio |
| M&L 21 | M/506/1931 | Collaborate with other departments | 3 | 3 | 14 | Portfolio |
| CFAQ10 | F/502/8612 | Negotiating, handling objections and closing sales | 3 | 4 | 22 | Portfolio |
| CFAQ11 | R/502/8615 | Obtaining and analysing sales related information | 3 | 4 | 24 | Portfolio |
| CFAQ12 | K/502/8622 | Buyer behaviours in sales situations | 3 | 3 | 27 | Portfolio |
| CC39 | K/503/0418 | Manage incidents referred to a contact centre | 3 | 6 | 30 | Portfolio |
| CC20 | D/503/0397 | Lead direct sales activities in a contact centre team | 3 | 4 | 8 | Portfolio |
| B&A 13 | L/506/1807 | Manage diary systems | 2 | 2 | 12 | Portfolio |
| B&A 27 | L/506/1869 | Contribute to the organisation of an event | 2 | 3 | 23 | Portfolio |

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| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|---|-------|--------|-----|-----------------------------------|
| B&A 19 | H/506/1814 | Provide reception services | 2 | 3 | 15 | Portfolio |
| B&A 35 | M/506/1895 | Buddy a colleague to develop their skills | 2 | 3 | 19 | Portfolio |
| B&A 39 | L/506/1905 | Employee rights and responsibilities | 2 | 2 | 16 | Assessment Knowledge Module (AKM) |
| CFAQ4 | M/502/8587 | Processing sales orders | 2 | 2 | 17 | Portfolio |
| CFAQ29 | J/502/4397 | Bespoke Software | 3 | 4 | 30 | Portfolio |

Age Restriction

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

- 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 and skills to work effectively in the Customer Service sector. It also will allow for a number of progression routes into other level 4 qualifications, Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Diploma in Management
- BIIAB Level 4 NVQ Diploma in Management
- Career progression.

Assessment

Overview of assessment strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB Qualifications Limited. 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 External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

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 Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised 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 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.

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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

All assessment must adhere to the current Skills CFA 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, verifiers delivering, quality assuring and certificating the team leading qualification. Centres should also refer to the full strategy available at www.skillsca.org.

Skills CFA assessment strategy

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

- 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.

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- 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

- 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.

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- 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.

Skills CFA and 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.

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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.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These must be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs must ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

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

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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 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:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Assessment Knowledge Modules (AKMs)
- Assessor Guidance for each of the AKMs
- Access to the units

All of these resources are available on request.

Evidence Matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances

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- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learner's competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

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 role.

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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

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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.



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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.

Organise and deliver customer service

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| Unit Reference | L/506/2150 |
| BIIAB Reference | CS25 |
| Level | 3 |
| Credit Value | 5 |
| Guided Learning (GL) | 27 |
| Unit Summary | The purpose of this unit is to provide the learner with the knowledge to organise, plan and deliver customer service |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.4) The learner can: |
| 1. Understand how to organise customer service delivery | 1.1 Explain how different methods of promoting products and/or services impact on customer service delivery 1.2 Explain who should be involved in the organisation of customer service delivery 1.3 Explain the importance of differentiating between customers' wants, needs and expectations 1.4 Explain different ways of segmenting customer groups 1.5 Explain how customer segmentation is used in organising customer service delivery 1.6 Explain how to analyse the "customer journey" |
| 2. Be able to plan the delivery of customer service | 2.1 Identify customers' needs and expectations 2.2 Map the "customer journey" 2.3 Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service |

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| | <p>2.4 Prepare the resources needed to deliver products and/or services to different types of customers</p> <p>2.5 Plan how to deal with unexpected additional workloads</p> <p>2.6 Allocate priorities to address points of service failure</p> |
| <p>3. Be able to deliver customer service</p> | <p>3.1 Take steps to ensure that the needs of customers are balanced with organisational objectives</p> <p>3.2 Agree realistic and achievable actions with customers</p> <p>3.3 Identify areas for improvement in their own customer service delivery</p> <p>3.4 Adapt their own customer service delivery to meet customers' changing expectations</p> |

Understand the customer service environment

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| Unit Reference | Y/506/2152 |
| BIIAB Reference | CS26 |
| Level | 3 |
| Credit Value | 5 |
| Guided Learning (GL) | 40 |
| Unit Summary | The purpose of this unit is to provide the learner with the knowledge of the customer service environment |
| Learning Outcomes (1 to 4) The learner will: | Assessment Criteria (1.1 to 4.2) The learner can: |
| 1. Understand the concepts and practices underpinning customer service delivery | 1.1 Explain the value of customer service as a competitive tool 1.2 Explain the process of mapping the customer journey and its importance in delivering effective customer service 1.3 Describe techniques used to identify service failures 1.4 Explain the concept and importance of the service profit chain 1.5 Describe methods of measuring organisational effectiveness in the delivery of customer service |
| 2. Understand the relationship between customer service and a brand | 2.1 Explain the importance of a brand to customers and to an organisation 2.2 Explain how branding can influence customers' perception of an organisation and its products and/or services 2.3 Explain the potential impact of good and poor customer service on a brand |

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| <p>3. Understand the structure of customer Service</p> | <p>3.1 Explain the features of different customer service models and customer service standards</p> <p>3.2 Explain the relationship between customer service and operational areas of an organisation</p> <p>3.3 Explain the relationship between customer service and continuous improvement processes</p> <p>3.4 Explain the costs and benefits of customer service to an organisation</p> <p>3.5 Explain the impact of organisational values on how customers create their expectations</p> <p>3.6 Explain how organisational values impact on meeting customer expectations</p> |
| <p>4. Understand the implications of legislation on customer service delivery</p> | <p>4.1 Explain the implications of consumer-related legislation on customer service delivery</p> <p>4.2 Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information</p> |

Understand customers and customer retention

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| Unit Reference | J/506/2910 |
| BIIAB Reference | CS27 |
| Level | 3 |
| Credit Value | 4 |
| Guided Learning (GL) | 35 |
| Unit Summary | The purpose of this unit is to provide the learner with the knowledge to understand customers and customer retention |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.3) The learner can: |
| 1. Understand Customer Relationship Management (CRM) | 1.1 Explain the concept of the “customer experience” 1.2 Explain different methods of segmenting and characterising customers 1.3 Explain the purpose and scope of CRM 1.4 Describe the features of an effective CRM system 1.5 Explain the uses of CRM data in customer service delivery |
| 2. Understand customer retention | 2.1 Explain the term customer retention 2.2 Explain the benefits of customer retention to an organisation 2.3 Explain the factors that influence customer retention 2.4 Describe techniques used to attract and retain customers 2.5 Explain how to assess the extent of customer loyalty |

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| | 2.6 Explain the factors involved in customer Recovery |
| 3. Understand the measurement of customer satisfaction | <p>3.1 Describe techniques used to analyse performance data</p> <p>3.2 Explain the factors to be taken into account in setting performance targets and objectives</p> <p>3.3 Explain the features and uses of a range of techniques to measure customer satisfaction</p> |

Resolve customers' problems

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| Unit Reference | K/506/2169 |
| BIIAB Reference | CS30 |
| Level | 3 |
| Credit Value | 4 |
| Guided Learning (GL) | 19 |
| Unit Summary | The purpose of this unit is to provide the learner with the knowledge to monitor and resolve customers' problems |
| Learning Outcomes (1 to 2) The learner will: | Assessment Criteria (1.1 to 2.9) The learner can: |
| 1. Understand the monitoring and resolution of customers' problems | <p>1.1 Assess the suitability of a range of techniques for monitoring customer problems</p> <p>1.2 Explain how to use the resolution of customers' problems to improve products and/or services</p> <p>1.3 Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance</p> <p>1.4 Explain the features of negotiating techniques used to resolve customers' problems</p> |
| 2. Be able to deal with customers' problems | <p>2.1 Confirm the nature and cause of customers' problems</p> <p>2.2 Explain when customers' problems should be treated as complaints</p> <p>2.3 Explain the benefits to customers and the organisation of the options available to solve problems</p> |

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| | <p>2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems</p> <p>2.5 Explain to customers the options for resolving their problems</p> <p>2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority</p> <p>2.7 Inform colleagues of the nature of problems and actions taken</p> <p>2.8 Evaluate the effectiveness of the resolution of customers' problems</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems</p> |
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Principles of business

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| Unit Reference | D/506/1942 |
| BIIAB Reference | BA 59 |
| Level | 3 |
| Credit Value | 10 |
| Guided Learning (GL) | 74 |
| Unit Summary | The purpose of this unit is to provide the learner with the knowledge of the principles of business |
| Learning Outcomes (1 to 5) The learner will: | Assessment Criteria (1.1 to 5.5) The learner can: |
| 1. Understand business markets | 1.1 Explain the characteristics of different business markets 1.2 Explain the nature of interactions between businesses within a market 1.3 Explain how an organisation's goals may be shaped by the market in which it operates 1.4 Describe the legal obligations of a business |
| 2. Understand business innovation and growth | 2.1 Define business innovation 2.2 Explain the uses of models of business innovation 2.3 Identify sources of support and guidance for business innovation 2.4 Explain the process of product or service development 2.5 Explain the benefits, risks and implications associated with innovation |
| 3. Understand financial management | 3.1 Explain the importance of financial viability for an organisation |

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| | <p>3.2 Explain the consequences of poor financial management</p> <p>3.3 Explain different financial terminology</p> |
| <p>4. Understand business budgeting</p> | <p>4.1 Explain the uses of a budget</p> <p>4.2 Explain how to manage a budget</p> |
| <p>5. Understand sales and marketing</p> | <p>5.1 Explain the principles of marketing</p> <p>5.2 Explain a sales process</p> <p>5.3 Explain the features and uses of market research</p> <p>5.4 Explain the value of a brand to an organisation</p> <p>5.5 Explain the relationship between sales and marketing</p> |

Manage personal and professional development

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| Unit Reference | T/506/2952 |
| BIIAB Reference | ML 9 |
| Level | 3 |
| Credit Value | 3 |
| Guided Learning (GL) | 12 |
| Unit Summary | The purpose of this unit is to provide the learner with the knowledge to manage personal and professional development |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.4) The learner can: |
| 1. Be able to identify personal and professional development requirements | <p>1.1 Compare sources of information on professional development trends and their validity</p> <p>1.2 Identify trends and developments that influence the need for professional development</p> <p>1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation</p> |
| 2. Be able to fulfil a personal and professional development plan | <p>2.1 Evaluate the benefits of personal and professional development</p> <p>2.2 Explain the basis on which types of development actions are selected</p> <p>2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis</p> <p>2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives</p> <p>2.5 Execute the plan within the agreed budget and timescale</p> |

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| | <p>2.6 Take advantage of development opportunities made available by professional networks or professional bodies</p> |
| <p>3. Be able to maintain the relevance of a personal and professional development plan</p> | <p>3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives</p> <p>3.2 Obtain feedback on performance from a range of valid sources</p> <p>3.3 Review progress toward personal and professional objectives</p> <p>3.4 Amend the personal and professional development plan in the light of feedback received from others</p> |