

CFACSD15 (SQA Unit Code – FE3T 04)

Plan and organise the development of customer service staff



Overview

This Standard is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

Achieving excellent customer service depends on the skills and knowledge of the staff that provide it. To be effective, organisations need to review constantly how effective their customer service is and what improvements should be made. Sometimes customer service improvements will depend on the development of staff skills. New staff must be brought up to the required standards of skills and knowledge and established staff need to be updated on new procedures and techniques or refreshed on existing ones. Senior customer service staff have an important contribution to make to this process. This Standard is about identifying what development and training is needed for staff, organising its delivery and monitoring its success.

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Performance criteria

Identify customer service staff development and training needs

You must be able to:

- P1 identify where customer service could be improved through staff training and development
- P2 help staff providing customer service to identify their own development and training needs
- P3 help staff to identify how they learn best
- P4 agree the types of staff development and training activities that are needed
- P5 report staff development needs to relevant people in your organisation

Organise customer service development and training

You must be able to:

- P6 agree the aims and objectives of the customer service development and training activities
- P7 agree the type and style of customer service development and training that are appropriate
- P8 agree the detailed design of customer service development and training activities
- P9 organise customer service development and training activities
- P10 monitor the performance of staff involved in the development and training activities to be sure that learning is put into practice
- P11 organise additional help and training for staff where this is needed

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Knowledge and understanding

You need to know and understand:

- K1 the importance of continuously developing staff who provide customer service
- K2 current objectives and targets that relate to customer service in your area of responsibility
- K3 how to identify when development and training could improve customer service performance
- K4 the range of types and styles of development and training and how to select those that are appropriate to customer service, your organisation, and specific training and development needs
- K5 why it is important that you should have an input into the design and delivery of customer service development and training for your staff
- K6 how you can help staff to put into practice what they have learned
- K7 how to assess the impact that development and training has had on customer service performance
- K8 the types of additional support you could provide to staff following development and training

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SQA Evidence Requirements to Support this Unit

This Unit is designed to assess the skills and knowledge of candidates in the workplace. Candidate evidence should be generated under workplace conditions (**either paid or voluntary**) and evidence must be generated with different customers on different occasions over a sufficient period of time.

Observation should be the primary and preferred source of evidence of competent performance wherever possible. Observation of candidate performance will be supported by other methods of assessment which may include:

- ◆ witness testimony
- ◆ questioning
- ◆ candidate statement
- ◆ professional discussion
- ◆ product and photographic evidence,
- ◆ relevant active documentation, reports, presentations and
- ◆ other valid evidence which relates directly to learner performance under workplace conditions

A combination of performance and knowledge evidence is required to enable the assessor to confirm that the learner is competent.

Simulation should only be used in exceptional circumstances and it should only be for small parts of the Unit. Simulated assessments **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 that are 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 the Assessment Strategy for Customer Service SVQs at link: <http://www.sqa.org.uk/sqa/16732.html>

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk

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Suite

Customer Service (2013)

Key words

Plan; organise; review effectiveness; developing staff; updating staff; new procedures; new techniques; development; training; customer service; contact centres; developing; improving; communication; problem solving; behaviours; work with others; teamwork