



Regulated Qualifications Unit and Assessment Specification

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| Unit title | Deliver Reliable Customer Service |
| Regulator unit code | J/601/1210 |
| SQA unit code | H86F 62 |
| SSC Ref | ICS B2 2010–2014 |

History of changes

Publication date: July 2016

Version: 02 (October 2017)

| Version number | Date | Description | Authorised by |
|-----------------------|--------------|---|------------------------|
| 02 | October 2017 | Unit Specification updated to reflect current Ofqual terminology. | Qualifications Officer |
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Regulated qualifications unit specification

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| Title | Deliver Reliable Customer Service | |
| Level | 2 | |
| Credit value | 5 | |
| Learning outcomes | Assessment criteria | |
| The learner will: | The learner can: | |
| 1 Prepare to deal with customers. | 1.1 | Keep their knowledge of their organisation's services or products up-to-date. |
| | 1.2 | Ensure that the area they work in is tidy, safe and organised efficiently. |
| | 1.3 | Prepare and arrange everything they need to deal with customers before their shift or period of work commences. |
| 2 Give consistent service to customers. | 2.1 | Make realistic customer service promises to customers. |
| | 2.2 | Ensure that their promises balance the needs of their customers and their organisation. |
| | 2.3 | Keep their promises to customers. |
| | 2.4 | Inform their customers if they cannot keep their promises due to unforeseen circumstances. |
| | 2.5 | Recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements. |
| | 2.6 | Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation. |
| 3 Check customer service delivery. | 3.1 | Check that the service they have given meets their customers' needs and expectations. |
| | 3.2 | Identify when they could have given better service to customers and how their service could have been improved. |

| Learning outcomes | Assessment criteria |
|--|--|
| The learner will: | The learner can: |
| | 3.3 Share information with colleagues and service partners to maintain and improve their standards of service delivery. |
| 4 Know how to deliver reliable customer service. | 4.1 Describe their organisation's services or products. 4.2 Explain their organisation's procedures and systems for delivering customer service. 4.3 Describe methods or systems for measuring an organisation's effectiveness in delivering customer service. 4.4 Explain their organisation's procedures and systems for checking service delivery. 4.5 Explain their organisation's requirements for health and safety in their area of work. |

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| Additional information about the unit |
| Unit purpose and aim(s) |
| This unit is about how the learner delivers consistent and reliable service to customers. As well as being good with people, the learner needs to work with their organisation's service systems to meet or exceed customer expectations. In the learner's job there will be many examples of how they combine their approach and behaviour with their organisation's systems. The learner will need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what they have done has met customer expectations. To meet this standard they have to deliver excellent customer service over and over again. |
| Unit start date |
| 01/11/14 |
| Details of the relationship between the unit and relevant national occupational standards (if appropriate) |
| N/A |
| Details of the relationship between the unit and other standards or curricula (if appropriate) |
| N/A |
| Assessment requirements specified by a sector or regulatory body (if appropriate) |
| The assessment and quality assurance requirement for this unit provides evidence towards A and V units. |
| Endorsement of the unit by a sector or other appropriate body (if required) |
| N/A |
| Location of the unit within the subject/sector classification system |
| 15.2 Administration |
| Name of the organisation submitting the Unit |
| Council for Administration |
| Guided Learning Hours |
| 33 |

Regulated qualifications assessment specification

Assessment (evidence) requirements

Assessors must ensure that learners provide evidence to cover all the learning outcomes and assessment criteria.

This unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in 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.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on methods/Instruments of assessment

This unit is designed to assess the knowledge of learners in the workplace. Learning outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on methods/Instruments of assessment (Cont)

Supporting evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting evidence: Professional discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting evidence: Witness testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's guide to assessment provides information on appropriate instruments of assessment. This guide 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.

Creative and cultural skills assessment strategy also supports the assessment of this unit.