



<b>Unit title</b>	Support Continuous Improvement in the Financial Services Sector
<b>SQA code</b>	J5VJ 46
<b>SCQF level</b>	6
<b>SCQF credit points</b>	6

## History of changes

**Publication date:** November 2021

**Version:** 1

<b>Version number</b>	<b>Date</b>	<b>Description</b>

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Unit template: October 2021

<b>SSC code:</b>	CSFSS5	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>Unit purpose (aims)</b>		
The aim of this unit is for learners to demonstrate they can identify opportunities to enhance the customer experience. They will be able to recommend improvements to business practices using customer and colleague feedback in line with organisational requirements.		
<b>The learner will</b>	<b>The learner can</b>	
1 Collect customer feedback in line with organisational requirements	1.1	Comply with organisational regulations and codes of conduct.
	1.2	Understand goals or targets of the organisation in relation to customer service and how these are set.
	1.3	Identify those involved, either directly or indirectly, including their roles and responsibilities in the delivery of customer service.
	1.4	Explain how the customer experience is influenced by the way service is delivered.
	1.5	Gather feedback from customers and colleagues on the efficiency and effectiveness of business practices.
2 Identify opportunities to improve the customer experience based on customer feedback	2.1	Analyse feedback from customers and colleagues on the efficiency and effectiveness of business practices.
	2.2	Identify opportunities to improve customer experiences and improve business practices.
	2.3	Describe how developments in digital communication can present opportunities for customer service improvements.
	2.4	Understand the methods used to propose improvements to business processes or procedures.
	2.5	Provide recommendations on improvements to business practices, based on feedback, from customers and colleagues to management for approval.
	2.6	Share information with colleagues and agreeing the changes required for improving customer service.
3 Review changes to promote continuous improvement	3.1	Support the implementation of authorised changes to business practices.
	3.2	Understand how to monitor the reactions to changes to identify opportunities for further improvement if necessary.
	3.3	Monitor early reactions to changes and make appropriate adjustments.
	3.4	Collect, analyse and interpret feedback on changes and share the findings with others.
	3.5	Identify opportunities for further improvement and presenting these to management.
<b>Meta-skills</b>		

Across this unit there are opportunities to develop and apply a range of meta-skills. An indicative range of these skills are highlighted in the following table:

<b>Self-management</b>	focusing*	integrity*	adapting*	initiative*
<b>Social intelligence</b>	communicating*	feeling*	collaborating*	leading
<b>Innovation</b>	curiosity*	creativity*	sense-making*	critical thinking*

#### **Assessment (evidence) requirements**

This unit is designed to recognise competence in aspects of delivery of customer service in the Financial Services sector. It therefore requires that the learner is engaged in a customer service role within the Financial Services sector and that assessment evidence is generated in the workplace.

Simulation may be undertaken only when the learner is unable to provide sufficient evidence of workplace performance to complete the unit and/or where there is a potential risk to the learner or others. This may arise from considerations of safety, legislation, regulation, contingency or cost. Any use of simulation to provide performance evidence (and support assessment) should be agreed in advance by the assessor and learner at the assessment planning stage. Those involved in the assessment process must be satisfied that the use of simulation does not compromise the rigour and integrity of assessment. Where simulation is used to generate evidence of competence, this should not be used as the sole source of evidence for the unit. Other sources and types of evidence will need to be generated to corroborate the evidence derived from simulation. In all cases, simulation must take place in a Realistic Work Environment (RWE) which re-creates the environment, equipment and time pressures found in a typical work environment.

#### **Guidance on instruments of assessment**

This unit forms part of the **Customer Service in the Financial Services Sector at SCQF level 6** qualification. It is recommended that learners undertaking this qualification develop a portfolio of work to evidence their competence that includes:

- ◆ direct observation
- ◆ expert witness testimony
- ◆ product evidence
- ◆ regular reflective practice supported by professional discussion

A key aspect of this qualification is the expectation that learners develop meta-skills and that they become aware of the importance of these skills — both in the provision of effective customer service, and for their personal and career development.

To support this, each unit in this qualification signposts meta-skills that are likely to be required or demonstrated in order to meet the outcomes, and each unit also requires that learners reflect on the skills, including meta-skills, that they have developed or demonstrated through achieving the unit.

Holistic approaches to assessment are encouraged so that larger pieces of work are used to evidence a number of learning outcomes rather than a piecemeal process of finding separate evidence for each outcome or assessment criteria. As an example, this unit is an activity which is often undertaken by cross team project groups and which is

likely to provide assessment evidence both for other units (eg unit J5VH 46 — “Develop Professional Relationships Through Collaboration to meet Customer Needs and Business Objectives” and for meta-skills as skills such as collaboration, leadership, communication, sense-making and creativity are all likely to contribute to effective improvement.

It is unlikely however that performance evidence alone will provide complete evidence of competence in this unit. In particular, where the learner’s knowledge and understanding is not apparent from performance evidence, it must be assessed by other methods and be supported by suitable evidence. Knowledge and understanding can be demonstrated in a number of different ways, but it is suggested that the most appropriate methods for this unit are oral questioning, professional discussion and reflective accounts. Assessors should ask enough questions to be able to determine that the learner has an appropriate level of knowledge and understanding as required by the unit(s).

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.

**Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is based on the occupation profile developed for the Scottish Apprenticeship in Providing Financial Services at SCQF level 6, and aligns to the NOS INSCS029, INSCS032, INSCS033, INSCS037 and INSCS038 developed by Instructus.