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Qualification Specification

Highfield Level 2 Certificate in Customer Service (RQF)

Qualification Number: 600/5472/4

Version 1.4 July 2018

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Highfield Level 2 Certificate in Customer Service (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 2 Certificate in Customer Service (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	600/5472/4
Learning aim reference:	60054724
Credit value:	13
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	115
Total qualification time (TQT):	130

Qualification overview and objective

The objective of this qualification is to prepare learners for employment and support learners who are new to the customer service sector and wish to improve their knowledge of this area resulting in the achievement of a nationally recognised qualification.

The qualification provides learners with the knowledge and understanding in customer service for learners who deal, or intend to deal, with customers on a daily basis as part of their job role. The qualification is applicable to a variety of work environments and covers topics such as delivery of effective customer service and supporting the customer service environment.

Entry requirements

To register for this qualification, learners are required to be aged 14 years or above.

Highfield recommend that all learners applying for the qualification should be initially assessed by the Centre to ensure that they have a fair opportunity to demonstrate their ability to undertake the qualification. Centres can then use this assessment to tailor programmes to meet their individual needs. This assessment can also identify and recognise prior learning and experience, where appropriate. It is advised that learners have Level 1 English before enrolling onto this course.

Geographical coverage

This qualification is suitable for delivery in England, Wales and Northern Ireland.

Guidance on delivery

The total qualification time for this qualification is 130 and of this 115 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by Portfolio of evidence. Suggested paperwork is available to download from the members area of the Highfield website. If a Centre would like to use alternative paperwork, this must be sent to the quality support team for approval before commencement of the course.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification to meet the following:

- have experience in industry or hold a relevant subject area qualification which could include any of the following:
 - Highfield Level 2 Diploma in Customer Service
 - Highfield Level 2 Certificate in Customer Service
 - Highfield Level 3 Diploma in Customer Service
 - Highfield Level 3 Certificate in Customer Service
 - hold or be working towards a recognised assessing qualification which could include any of the following:
 - A1
 - D32/D33
 - Highfield Level 3 Award in Assessing Vocationally Related Achievement
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends internal quality assurers for this qualification to meet the following:

- have experience in industry or hold a relevant subject area qualification which could include any of the following:
 - Highfield Level 2 Diploma in Customer Service
 - Highfield Level 2 Certificate in Customer service
 - Highfield Level 3 Diploma in Customer Service
 - Highfield Level 3 Certificate in Customer Service
 - hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
 - D34
 - V1
 - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or above
 - maintain appropriate continued professional development for the subject area
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Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Diploma in Customer Service
 - Highfield Level 2 Diploma for Customer Service Practitioners
 - Highfield Level 3 Diploma in Customer Service
 - Customer Service Practitioner Apprenticeship
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Useful websites

- www.skillsca.org
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Appendix 1: Qualification structure

To complete the **Highfield Level 2 Certificate in Customer Service (RQF)**, learners must complete both mandatory units totaling 13 credits.

Mandatory Units

Unit reference	Unit title	Level	GLH	Credit
J/600/1003	Delivery of Effective Customer Service	2	50	6
J/600/0658	Supporting the customer service environment	2	65	7

Appendix 2: Qualification content

Unit 1: Delivery of effective customer service

Unit number: J/600/1003

Credit: 6

GLH: 50

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Describe the principles of customer service	1.1 Identify the purpose of customer service 1.2 Describe how customer service affects the success of the organisation 1.3 Describe different types of customers of an organisation 1.4 Identify the range of customer needs 1.5 Identify the customer service information which may be retained 1.6 Identify the difference between providing a product and providing a service 1.7 Describe what is meant by an after-sales service 1.8 Describe what is meant by a Unique Selling Point (USP) and a Unique Service Offer (USO) 1.9 Identify the methods a customer service deliverer can use to keep product and service knowledge up-to-date 1.10 Describe how an organisation can promote its products and/or services
2. Understand how customer needs and expectations are formed	2.1 Describe the purpose of an organisation's service offer 2.2 Describe how customer expectations are formed 2.3 Describe the interrelationship between customer satisfaction and customer expectations 2.4 Describe how customer needs can be identified 2.5 Identify the methods of obtaining customer feedback 2.6 Describe how an organisation can maintain customer loyalty 2.7 Identify why it is important to ensure effective customer relationships are maintained 2.8 Describe why it is important for a customer to be able to identify a 'brand'

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>3. Understand principles of responding to customers' problems or complaints</p>	<p>3.1 Identify common causes of customer problems and complaints</p> <p>3.2 Identify different methods of communication</p> <p>3.3 Describe the importance of adapting methods of communication and behaviour to meet the individual needs of customers</p> <p>3.4 Explain how the non-verbal communication of the service deliverer can affect the behaviour of the customer</p> <p>3.5 Describe how personal presentation, approach and attitude will influence the perception of the service delivered</p>
<p>4. Identify the interpersonal and team working skills required in the customer service environment</p>	<p>4.1 Describe the skills required for effective teamworking</p> <p>4.2 Describe how to maintain effective working relationships within a team</p> <p>4.3 Describe the range of inter-personal skills required for effective customer service</p>
<p>5. Identify the legislation which supports the customer service process</p>	<p>5.1 Identify the key aspects of the legislation relating to consumer law</p> <p>5.2 Identify the main principles of equal opportunities legislation in relation to providing customer service</p> <p>5.3 Identify the responsibilities of the employer and employee under the Health and Safety at Work Act</p> <p>5.4 Describe why it is important to respect customer and organisation confidentiality</p> <p>5.5 Identify the main principles of the Data Protection Act</p> <p>5.6 Identify how a code of practice or ethical standards can impact upon the activities of a service deliverer</p>

Unit 2: Supporting the customer service environment
 Unit number: J/600/0658
 Credit: 7
 GLH: 65
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Apply the practical skills required to deliver effective customer service	1.1 Identify the type of organisation 1.2 Identify the organisation's customers including internal and/or external and those with specific needs 1.3 Illustrate a customer service supply chain within an organisation 1.4 Maintain established customer records 1.5 Suggest a unique selling point or unique service offer for a product or service 1.6 Suggest ways of promoting a product or service to increase customer awareness 1.7 Compare the strengths and weaknesses of the promotional methods available
2. Demonstrate how to meet customer needs and expectations	2.1 Identify how customers demonstrate their own individual needs and expectations 2.2 Identify customers with special requirements 2.3 Identify how to use methods of communication and behaviour to meet the individual needs of specified customers 2.4 Identify and use methods of checking customer satisfaction 2.5 Identify ways in which an organisation might improve its reputation
3. Communicate effectively with customers	3.1 Use different methods of communication 3.2 Identify the interpersonal skills which are required for effective team-working 3.3 Describe how to adapt own behaviour to meet the individual needs of the team 3.4 Use the telephone system efficiently and effectively 3.5 Identify the personal qualities required to deal with customer problems 3.6 Describe the skills required to deal with potentially stressful situations 3.7 Apply problem solving theories to resolving a customer service problem 3.8 Identify the process of solving a customer problem or complain


Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Apply customer service improvements and develop self</p>	<p>4.1 Devise a method for obtaining customer feedback</p> <p>4.2 Identify why it is important to give a positive impression to customers about changes made to customer service procedures</p> <p>4.3 Identify how own behaviour might affect the behaviour of others</p> <p>4.4 Identify how to obtain useful and constructive feedback from others about own performance</p> <p>4.5 Identify own strengths and weaknesses in relation to working within a customer service role</p> <p>4.6 Apply the techniques of self-assessment to look at strengths and weaknesses</p> <p>4.7 Produce a Training Needs Analysis (TNA) for self</p> <p>4.8 Prepare an individual learning/development plan which could be used as a basis for discussion with a relevant person, e.g. tutor, line manager, HR, training department</p>

Unit Guidance
<p>The following assessment criteria are based on candidate performance; however, simulation can be used if workplace evidence is not available.</p> <p>A scenario can be created to allow learners to achieve all criteria.</p> <p>Suitable evidence may include:</p> <p>1.4 Completed customer record(s)</p> <p>3.1 Various methods of communication such as letters, emails, producing posters etc.</p> <p>3.4 Use of a telephone, using the correct greeting, putting the customer on hold, transferring the call and wrapping up the call correctly.</p> <p>3.7 This can be simulated through role play.</p> <p>4.1 Learner should design a method of collecting feedback, eg customer feedback form or a series of questions for completing an after-service phone call.</p> <p>Preferred method of assessment for 3.4 and 3.7 is observation, which, if used, could also be used as evidence for ac 3.1. If the call is part of a role play, a customer service record can also be completed, as part of the phone call, to evidence 1.4</p>

Appendix 3: Sample assessment material

Highfield provide an assessment pack which is available to download from the members area of the Highfield website.

The following is an example of an evidence tracking sheet (found within the assessment pack) used to record completed learner's progress in meeting all the criteria.

We listen and respond 

Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wv	2
	2.2	Sim	3, 5
4.	4.1	Q, D	8

Assessment method key:

Obs	Observation	Wv	Product evidence
Q	Questioning	R	Professional Discussion
Sim	Simulation/assignment	O	
		PD	

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Assessor Signature _____ Date: _____

IQA Signature (if sampled) _____ Date: _____

EQS Signature (if sampled) _____ Date: _____

If sampled, the IQA/EQS must also sign and date this tracking sheet