

Level 2 & 3 Certificate in Contact Centre Skills (3411)

October 2017 Version 1.2





Qualification at a glance

Subject area	Contact Centre skills
City & Guilds number	3411
Age group approved	Level 2 Certificate – All Level 3 Certificate – 16+
Assessment	Assignment
Support materials	Centre handbook Assessment pack
Automatic Approval	Automatic approval available from 4422
Registration/ certification dates	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Certificate in Contact Centre Operations	93	130	3411-02	600/1137/3
Level 3 Certificate in Contact Centre Operations	106	160	3411-03	600/1138/5

Version and date	Change detail	Section
1.1 Oct 2014	Amendment to title for 203	All
1.1 Oct 2014	Amendment to qualification titles	All
1.2 October 2017	Added GLH and TQT details	Qualification at a glance and Introduction
	Removed QCF	Appendix 2



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	This qualification is aimed at learners working in the contact centre industry. These certificates are designed to contribute towards the knowledge and understanding for the NVQ in Contact Centre Operations (3412). It provides a valuable alternative for those learners who do not have access to the NVQ.
What do the qualifications cover?	Learners will have the opportunity to learn, develop and practice skills required to make an effective contribution to a contact centre environment. Units in the qualification cover all areas of working in a contact centre including aspects of sales, communication, customer support and IT.
Are the qualifications part of a framework or initiative?	This qualification is part of the contact centre apprenticeship framework.
What opportunities for progression are there?	Allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Customer Service (4430)• Marketing (7734)• Sales (6801)• Contact Centre Operations (3412)

Structure

To achieve the **Level 2 Certificate in Contact Centre Operations (QAN 600/1137/3)**, learners must achieve **13 credits** of which at least 10 credits must be at Level 2.

The learner must achieve:

- 3 mandatory units from group A 201, 202 and 203 (7 credits)
- a minimum of 6 credits from any units in Group B

Candidates may take either unit 204 or 304 (but not both) and unit 205 or 305 (but not both) and unit 206 or 306 (but not both)

Unit accreditation number	City & Guilds unit	Unit title	Credit value	Excluded combination of units (if any)
Mandatory Group A				
T/503/0356	201	Principles of personal effectiveness in a contact centre	2	
A/503/0360	202	Principles of health and safety in a contact centre	1	
L/601/7638	203	Principles of personal responsibilities and working in a business environment	4	
Optional Group B				
Y/503/0365	204	Principles of using systems and technology in a contact centre	3	304
L/503/0377	205	Principles of communication and customer service in a contact centre	2	305
M/503/0386	206	Principles of selling in a contact centre	2	306
M/503/0405	207	Principles of handling incidents through a contact centre	3	
F/503/0411	208	Principles of legal, regulatory and ethical requirements of a contact centre	2	
T/503/0373	304	Principles and processes of systems and technology in a contact centre	4	204

Unit accreditation number	City & Guilds unit	Unit title	Credit value	Excluded combination of units (if any)
F/503/0389	305	Principles of customer service in a contact centre	4	205
J/503/0393	306	Principles of sales activities and customer support in a contact centre	4	206

To achieve the **Level 3 Certificate in Contact Centre Operations (QAN 600/1138/5)**, learners must achieve **16 credits** of which at least 10 credits must be at Level 3.

The learner must achieve:

- 3 mandatory units from group A - 301, 302 and 303 (9 credits)
- a minimum of 7 credits from any units in Group B

Candidates may take either unit 204 or 304 (but not both) and unit 205 or 305 (but not both) and unit 206 or 306 (but not both)

Unit accreditation number	City & Guilds unit	Unit title	Credit value	Excluded combination of units (if any)
Mandatory		Group A		
F/503/0358	301	Principles of personal and organisational effectiveness in a contact centre	2	
L/503/0363	302	Principles and processes of health and safety in a contact centre	3	
D/601/7644	303	Principles of personal responsibilities and how to develop and evaluate own performance at work	4	
Optional		Group B		
Y/503/0365	204	Principles of using systems and technology in a contact centre	3	304
L/503/0377	205	Principles of communication and customer service in a contact centre	2	305
M/503/0386	206	Principles of selling in a contact centre	2	306
M/503/0405	207	Principles of handling incidents through a contact centre	3	
F/503/0411	208	Principles of legal, regulatory and ethical requirements of a contact centre	2	

Unit accreditation number	City & Guilds unit	Unit title	Credit value	Excluded combination of units (if any)
T/503/0373	304	Principles and processes of systems and technology in a contact centre	4	204
F/503/0389	305	Principles of customer service in a contact centre	4	205
J/503/0393	306	Principles of sales activities and customer support in a contact centre	4	206
Y/503/0396	307	Principles of performance management in a contact centre	3	
K/503/0399	308	Principles of resource planning in a contact centre	5	
M/503/0405	309	Principles of incident management through a contact centre	4	

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Certificate in Contact Centre Operations	93	130
Level 3 Certificate in Contact Centre Operations	106	160



2 Centre requirements

Approval

If your Centre is approved to offer the qualification 4422 Certificates in Contact Centre Skills you will get automatic approval for the new 3411 Certificates in Contact Centre Skills.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There is no age restriction for the Level 2 Certificate. For the Level 3 Certificate City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment guide for centres	www.cityandguilds.com
Sample assignments	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete one assignment for each mandatory unit
- successfully complete one assignment for each chosen optional unit
- have a completed portfolio of evidence for each unit

Level 2 Certificate in Contact Centre Operations

Unit	Title	Assessment method	Where to obtain assessment materials
201	Principles of personal effectiveness in a contact centre	Assignment	www.cityandguilds.com
202	Principles of health and safety in a contact centre	Assignment	www.cityandguilds.com
203	Principles of personal responsibilities and working in a business environment	Assignment	www.cityandguilds.com
204	Principles of using systems and technology in a contact centre	Assignment	www.cityandguilds.com
205	Principles of communication and customer service in a contact centre	Assignment	www.cityandguilds.com
206	Principles of selling in a contact centre	Assignment	www.cityandguilds.com
207	Principles of handling incidents through a contact centre	Assignment	www.cityandguilds.com
208	Principles of legal, regulatory and ethical requirements of a contact centre	Assignment	www.cityandguilds.com
304	Principles and processes of systems and technology in a contact centre	Assignment	www.cityandguilds.com
305	Principles of customer service in a contact centre	Assignment	www.cityandguilds.com
306	Principles of sales activities and customer support in a contact centre	Assignment	www.cityandguilds.com

Level 3 Certificate in Contact Centre Operations

Unit	Title	Assessment method	Where to obtain assessment materials
204	Principles of using systems and technology in a contact centre	Assignment	www.cityandguilds.com
205	Principles of communication and customer service in a contact centre	Assignment	www.cityandguilds.com
206	Principles of selling in a contact centre	Assignment	www.cityandguilds.com
207	Principles of handling incidents through a contact centre	Assignment	www.cityandguilds.com
208	Principles of legal, regulatory and ethical requirements of a contact centre	Assignment	www.cityandguilds.com
301	Principles of personal and organisational effectiveness in a contact centre	Assignment	www.cityandguilds.com
302	Principles and processes of health and safety in a contact centre	Assignment	www.cityandguilds.com
303	Principles of personal responsibilities and how to develop and evaluate own performance at work	Assignment	www.cityandguilds.com
304	Principles and processes of systems and technology in a contact centre	Assignment	www.cityandguilds.com
305	Principles of customer service in a contact centre	Assignment	www.cityandguilds.com
306	Principles of sales activities and customer support in a contact centre	Assignment	www.cityandguilds.com
307	Principles of performance management in a contact centre	Assignment	www.cityandguilds.com
308	Principles of resource planning in a contact centre	Assignment	www.cityandguilds.com
309	Principles of incident management through a contact centre	Assignment	www.cityandguilds.com

Assessment strategy

The following section on occupational expertise is taken from the assessment strategy provided by Cfa:

Occupational expertise to assess performance, and moderate and verify assessments

Candidates can be assessed, moderated or verified at work either by:

- a. Assessors, moderators or verifiers who have achieved or are working towards achievement of the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

- b. A trainer, supervisor or manager, employed by an organisation, who must either:
 1. Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,
 2. Seek guidance and approval from an awarding organisation to demonstrate that the:
 - o Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
 - o Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based, and the A and V units. This is known as the employer direct model.

The full assessment strategy can be found on the Cfa website – www.cfa.uk.com

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

- RPL is allowed and is not sector specific.



5 Units

Availability of units

Below is a list of the learning outcomes for all units.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- unit range
- notes for guidance.

Unit 201

Principles of personal effectiveness in a contact centre

UAN:	T/503/0356
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Contact Centre NOS 1 Improve your personal effectiveness at work in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns knowing the process for improving personal effectiveness in a contact centre and understanding the role of a team in improving personal effectiveness in a contact centre.

Learning outcome	The learner will:
1.	Know the process for improving personal effectiveness in a contact centre
Assessment criteria	
The learner can:	
1.1	List the expectations defined by the job role for working in a contact centre
1.2	Describe the steps in identifying development needs and improving personal effectiveness
1.3	Describe the steps in performance review processes
1.4	Describe how personal development needs are affected by changes in products, services, business processes or legislative/regulatory developments
1.5	Identify the types of learning resources available for improving personal effectiveness in the job role

Range
<p>Expectations Meet KPIs, meet service level agreements/customer charter/service offer, health and safety, working in a team, security procedures, personal conduct</p> <p>Steps in identifying development needs Training needs analysis (SWOT), personal development plan, initiate training, review training, continuous improvement</p>

<p>Steps in performance review processes Review (call handling monitoring/quality audit), feedback (1-to-1, appraisals, recognition and rewards system), development (personal development plan)</p> <p>Learning resources Internal – training, coaching, e-learning, briefings External – courses, trade journals, internet, trade associations</p>
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<p>Guidance Terminology may vary depending on the organisation. AC1.1 Candidate must identify expectations of the organisation. KPIs may include average speed of call handling, sales targets, complaints procedure AC1.4 Candidates need to understand how personal development needs are affected by changes, recognising that review of personal development is required</p>

Learning outcome	The learner will:
2.	Understand the role of a team in improving personal effectiveness in a contact centre
Assessment criteria	
The learner can:	
2.1	Describe the responsibilities of self, manager and team for developing personal effectiveness
2.2	Explain how everyday work in a team leads to learning and personal development opportunities
2.3	Describe the importance of feedback on performance to the learning process
2.4	Explain the link between personal development and team effectiveness

Range
<p>Responsibilities Self – self analysis, SWOT, researching learning resources, proactive approach, carry out development Manager – carry out appraisal process, ensure development matches individual and organisational needs Team – participation, coaching/mentoring</p> <p>Importance of feedback Identifies additional development, recognises success</p>

Guidance
Terminology may vary depending on the organisation.

Unit 202

Principles of health and safety in a contact centre

UAN:	A/503/0360
Level:	Level 2
Credit value:	1
GLH:	8
Relationship to NOS:	This unit is linked to Contact Centre NOS 4 Comply with relevant health and safety procedures in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding health and safety procedures and how to minimise health and safety risks relating to the job role in a contact centre.

Learning outcome	The learner will:
1. Understand health and safety procedures in a contact centre	
Assessment criteria	
The learner can:	
1.1	Explain the procedures and techniques relating to health and safety
1.2	Explain how health and safety legislation and/or regulation has an impact on job roles
1.3	Explain the importance of adhering to the manufacturer's instructions for the use of equipment and tools

Range
Health and safety legislation and/or regulation Noise at work regulation, Health and Safety at Work Act, Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR), The Management of Health and Safety in a business environment Regulations, Workplace (Health, Safety and Welfare) Regulations, Display Screen Equipment Regulations, The Provision and Use of Work Equipment Regulations, Control of Substances Hazardous to Health (COSHH)

Guidance
AC1.2 Candidates need to have an awareness of all of the legislation/regulations in the range and how they are relevant to their job role

Learning outcome	The learner will:
2. Understand how to minimise health and safety risks relating to the job role in a contact centre	
Assessment criteria	
The learner can:	
2.1 Explain the difference between a risk and a hazard in the workplace	
2.2 List the types of hazard relevant to a contact centre	
2.3 State the actions to be taken if hazards are identified	
2.4 Explain the importance of following health and safety procedures to minimise risk	
2.5 Describe the importance of adhering to standards for cleanliness, tidiness, noise and the use of hazardous substances in the workplace	
2.6 Describe the responsibilities of different roles for health, safety and the minimisation of risk	

Range
Responsibilities of different roles
Self – risk assessment, following organisational procedures, acting responsibly
Organisational – implementation of legislation/regulations, monitoring, risk assessment, following reporting procedures
Health and safety officer – risk assessment, monitoring, following reporting procedures, internal communication and management of health and safety policy

Guidance
AC 2.2 candidates should be able to identify hazards relevant to their own working environment
AC2.3 Actions taken will follow organisational reporting procedures
AC2.5 Candidates must explain the importance of each of the standards stated in the assessment criteria.

Unit 203

Principles of personal responsibilities and working in a business environment

UAN:	L/601/7638
Level:	Level 2
Credit value:	4
GLH:	32
Relationship to NOS:	This unit is linked to Council for Administration NOS BAA231; BAF172.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration
Aim:	This unit concerns understanding employment rights; health, safety and security; how to work with others and how to manage and improve own work in a business environment

Learning outcome	The learner will:
1.	Know the employment rights and responsibilities of the employee and employer
Assessment criteria	
The learner can:	
1.1	Identify the main points of contracts of employment
1.2	Identify the main points of legislation affecting employers and employees
1.3	Identify where to find information on employment rights and responsibilities both internally and externally
1.4	Describe how representative bodies can support the employee
1.5	Identify employer and employee responsibilities for equality and diversity in a business environment
1.6	Explain the benefits of making sure equality and diversity procedures are followed in a business environment

Range
Main points of contracts of employment Job title, place of work, the duties of the job, the pay, how payments will be made, hours of work, holiday entitlement, sick pay entitlement, any pension scheme arrangements, terms of notice
Main points of legislation Equal opportunities legislation - The Sex Discrimination Act 1975 and 1986, The Race Relations Act 1976, The Equal Pay Act 1970, The Disability Discrimination Act 1995 (DDA)

Employment legislation - Employment Rights Act, Employment Relations Act, Working Time Regulations, Employment Act
 Health and safety legislation - Health and Safety at Work Act, Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR), The Management of Health and Safety in a business environment Regulations, Workplace (Health, Safety and Welfare) Regulations, Display Screen Equipment Regulations, The Provision and Use of Work Equipment Regulations, Control of Substances Hazardous to Health (COSHH)
 Data and intellectual property protection - The Data Protection Act, The Copyright, Designs and Patents Act
 Company legislation - Companies Act
Where to find information on employment rights
 Internal - line manager, HR/personnel department, union representative, intranet
 External - Health and Safety Executive (HSE), Department of Trade and Industry (DTI), ACAS, TUC, trade unions, Citizens' Advice Bureaux, internet, library, government, agencies.
Representative bodies
 Trade unions, professional associations, health & safety officers.
Support
 Advice, information, legal assistance, financial help.
Employer and employee responsibilities
 Complying with discrimination legislation, equal opportunities/diversity policies, Equality and Human Rights Commission's guidelines
Benefits
 Workforce reflects the public community it is dealing with, employees feel valued and respected and perform better, recognition of the needs and preferences of a wider sector of the public, wider pool of skilled talent to choose from lower staff costs/turnover

Learning outcome	The learner will:
2.	Understand the purpose of health, safety and security procedures in a business environment
Assessment criteria	
The learner can:	
2.1	Identify employer and employee responsibilities for health, safety and security in a business environment
2.2	Explain the purpose of following health, safety and security procedures in a business environment
2.3	Identify ways of maintaining a safe and secure environment in a business environment

Range
Employer and employee responsibilities Complying with health and safety legislation, risk assessment, role and duties of a first-aider or appointed person, environmental issues such as heating, lighting, ergonomics, ventilation, décor, emergency and evacuation procedures, security and confidentiality of data, health and safety training. Purpose of following health, safety and security procedures The use of safe working methods and equipment, the safe use of hazardous substances, what to do in the event of an emergency, accident reporting / first aid, security regarding data, stock and

personnel, reporting of hazards/risk assessment.
Maintaining a safe and secure environment
 Following the requirements of the health and safety in a business environment act 1974, following specific legislation covering job roles, identifying hazards and risks, the responsible persons to whom to report health and safety matters, responsibilities and specific workplace policies covering job roles

Learning outcome	The learner will:
	3. Understand how to communicate effectively with others
Assessment criteria	
The learner can:	
3.1 Describe different methods of communication	
3.2 Explain how to choose the most appropriate method of communicating with others	
3.3 Describe ways of actively listening	

Range
Methods of communication Written (letters, memos, reports), face-to-face (one-to-one, meetings, presentations), electronically (fax, email, telephone), non-verbally (body language, gestures)
Most appropriate method of communicating Formality, speed, confidentiality, cost
Actively listening Making eye contact, using positive body language, using encouraging phrases, not interrupting, questioning and paraphrasing, summarising.

Learning outcome	The learner will:
	4. Understand how to work with and support colleagues
Assessment criteria	
The learner can:	
4.1 Explain the purpose of agreeing standards for own work with others	
4.2 Explain the purpose of taking on new challenges and adapting to change	
4.3 Explain the purpose of treating others with honesty and consideration	

Range
Standards Deadlines, quality of work, type/scope of work, available resources/support
Purpose of taking on new challenges and adapting to change Possible financial reward/promotion, opportunity to gain new skills, motivational, new experiences build confidence, may increase employability

Guidance
AC4.1 The candidate should be able to explain the importance of gaining full information in order to complete work efficiently, accurately and to deadline.

Learning outcome	The learner will:
5.	Know how to plan own work and be accountable to others
Assessment criteria	
The learner can:	
5.1	Explain the purpose of meeting work standards and deadlines when completing tasks
5.2	Identify ways of planning own work
5.3	Compare ways of keeping other people informed about progress

Range
Ways of planning Diaries, schedulers, planners, organisers/PDAs, timesheets, to do lists Ways of keeping other people informed Regular progress reports, one-to-one update meetings, progress/team meetings, shared project planners

Guidance
AC5.1 1. The importance of having a flexible approach to work requirements and knowing how to prioritise and plan pieces of work according to their urgency eg using SMART objectives. The candidate should be able to describe circumstances when deadlines cannot be met through, eg interruptions, distractions, taking on extra work, staff absence, technical breakdown, unforeseen circumstances such as inclement weather, transport strikes AC5.1 the candidate should be aware of the impact of not meeting deadlines on colleagues, manager/supervisor and an organisation as a whole AC 5.3 the candidate should be able to state advantages/disadvantages of different ways and when they would be most appropriate to use

Learning outcome	The learner will:
6.	Understand the purpose of improving own performance in a business environment and how to do so
Assessment criteria	
The learner can:	
6.1	Explain the purpose of continuously improving own performance in a business environment
6.2	Describe ways of improving own performance in a business environment
6.3	Identify different types of career pathways that are available

Range
Purpose of continuously improving own performance Opportunity to improve weaknesses and gain new skills, motivational, increased ability to embrace changes/challenges, possible financial reward/promotion, increased employability. Ways of improving own performance SWOT analysis, training needs analyses (TNA), one-to-one meetings/

appraisal, performance reviews, Personal Development Plan, coaching, mentoring, work-shadowing, training courses, in-house training, performance appraisals, e-learning

Guidance

AC 6.1 The candidate should be able to explain the purpose of using SMART techniques when creating personal development plans
AC6.2 The candidate should be able to identify a range of training and development opportunities to assist in improving own performance
AC6.3 Candidate should identify career paths/progression routes available both inside and outside the organisation and the possible sources of information on these.

Learning outcome	The learner will:
7.	Understand the types of problems that may occur in a business environment and how to deal with them
Assessment criteria	
The learner can:	
7.1	Identify the types of problems that may occur in a business environment
7.2	Explain ways of dealing with problems that may occur in a business environment
7.3	Explain how and when to refer problems to relevant colleagues

Range

Types of problems

Financial, resource related, equipment/systems failure, staff-related, unforeseen (weather, industrial action)

Ways of dealing with problems

Replanning/reprioritising own work, gaining the support of others, identifying a solution and seeking permission to implement it, referring the problem on.

When to refer problems

The solution will cost money or affect many others, it will impact seriously on the overall target/deadline, there is no apparent solution, there is a security, health or safety risk, the solution is outside the candidate's scope of authority

Guidance

AC7.1 Candidate should identify both minor problems (ie that can be solved by making adjustments and with little or no assistance) and major problems (ie those that have resource or financial implications)
AC7.3 The candidate should be able to identify the limits of their own authority in finding solutions to problems and identify procedures for referring problems and to whom they should be referred

Unit 204

Principles of using systems and technology in a contact centre

UAN:	Y/503/0365
Level:	Level 2
Credit value:	3
GLH:	21
Relationship to NOS:	This unit is linked to Contact Centre NOS 9 Use systems and technology during customer contact in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns knowing how to use features of systems and technology to handle customer contacts in a contact centre and understanding contact centre systems and technology.

Learning outcome	The learner will:
1.	Know how to use features of systems and technology to handle customer contacts in a contact centre
Assessment criteria	
The learner can:	
1.1	Describe the purpose of a contact distribution system and how it works
1.2	State procedures for accessing customer information and customer contact handling
1.3	Describe how to adjust individual system settings to facilitate communication with customers
1.4	Describe the functionality of a contact distribution system that facilitates customer service

Range
Procedures Security and confidentiality of data, validation/authorisation
Communication Inbound, outbound
Functionality of a contact distribution system Automatic call distribution (ACD), skill based routing, automatic prioritisation, automated messaging, predictive dialling, automatic number identification (ANI)

Guidance
<p>Terminology may vary depending on the organisation.</p> <p>In this unit candidates knowledge of systems and technology should cover more than telephone communication (eg Communication by text messaging, email, voice over internet protocol (VOIP), collaborative white boarding, interactive web response (IWR) etc)</p> <p>AC1.1 Candidates must be aware of the purpose from an organisational and customers point of view</p>

Learning outcome	The learner will:
2. Understand contact centre systems and technology	
Assessment criteria	
<p>The learner can:</p> <p>2.1 Describe the customer and contact information needed to produce work plans</p> <p>2.2 Describe the features of systems used to produce customer information and contact handling reports</p> <p>2.3 Explain the importance of checking reports before distribution</p> <p>2.4 Explain the benefits of systems and technology to customers and contact centres</p>	

Range
<p>Information needed to produce work plans</p> <p>History of calls, call volumes</p> <p>Features of systems</p> <p>Pre-defined reports, can be used to plan resources based on historical data, shows where there is efficiency/inefficiency, recognises market fluctuations, seasonal variations and organisational changes,</p>

Guidance
<p>AC2.2 Pre-defined reports eg break times, after call work, offline time, training time, length of call</p> <p>AC2.4 Candidates must cover the benefits of systems to customers and the benefits to contact centres</p>

Unit 205

Principles of communication and customer service in a contact centre

UAN:	L/503/0377
Level:	Level 2
Credit value:	2
GLH:	12
Relationship to NOS:	This unit is linked to Contact Centre NOS 14 Deliver customer service through a contact centre and Contact Centre NOS 24 Communicate information to customers in different but familiar contexts through a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns knowing the rules of communication and customer service, understanding how to deliver customer service through a contact centre and knowing how to communicate with internal or external customers in written or electronic form in a contact centre.

Learning outcome	The learner will:
1. Know the rules of communication and customer service in a contact centre	
Assessment criteria	
The learner can:	
1.1	Describe procedures for greeting and identifying customers and closing and recording customer contact
1.2	Describe the regulatory requirements for dealing with customers
1.3	Describe what is meant by a 'service offer'
1.4	Describe how the service offer is communicated to customers

Range
Procedures Customer charter, service level agreement, script
Regulatory requirements Data protection act, telephone preference service, consumer credit act, direct marketing act, financial services and marketing act

Guidance
AC1.1 Candidates must cover procedures for greeting and identifying and closing and recording customer contact AC1.4 Candidates must relate the method of communication to the organisation

Learning outcome	The learner will:
2.	Understand how to deliver customer service through a contact centre
Assessment criteria	
The learner can:	
2.1	Explain the features and benefits of products and/or services offered or supported by a contact centre
2.2	Explain why it is important to identify and confirm customers' needs
2.3	Explain how to make matches to products and/or services from information provided by customers
2.4	Explain the importance of informing customers of what is happening and the reasons for any constraints or limitations
2.5	Explain the techniques for establishing a rapport with customers

Range
How to make matches
Identifying key words, using probing questions, active listening

Guidance
AC 2.1 candidates must identify examples of products or services offered by an organisation and explain the features and benefits AC 2.4 the reasons for customers to be informed during contact of what is happening and also any reasons why there are delays or a commitment can't be met AC2.5 candidates must identify at least four techniques

Learning outcome	The learner will:
3.	Know how to communicate with internal or external customers in written or electronic form in a contact centre
Assessment criteria	
The learner can:	
3.1	Describe how to identify when a customer would benefit from written or electronic communication
3.2	Describe the importance of adhering to guidelines for written or electronic communications
3.3	Describe how the language used in written or electronic communication affects customers' attitudes
3.4	Describe the importance of proof-reading before sending written or electronic communications

Range
Language
Jargon, textspeak, professional vocabulary, user friendly language

Guidance

AC3.1 candidates must identify benefits from both written and electronic communication

AC3.1 candidates must describe the importance of adhering to guidelines for both written and electronic communication

AC3.3 Candidates need to identify how both positive and negative language can affect communication

Unit 206

Principles of selling in a contact centre

UAN:	M/503/0386
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Contact Centre NOS 19 Carry out direct sales activities in a contact centre, and Contact Centre NOS 31 Provide support through a contact centre for specified services and/or products.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns knowing the process of selling in a contact centre, understanding the use of information for sales activities and how to make sales through a contact centre.

Learning outcome	The learner will:
1.	Know the process of selling in a contact centre
Assessment criteria	
The learner can:	
1.1	Describe procedures for greeting and identifying customers, authorising payment and closing and recording customer contacts
1.2	Describe the regulatory requirements for selling to customers
1.3	Describe what is meant by a 'service offer'
1.4	Describe how the service offer is communicated to customers

Range
Procedures Organisational procedures, customer charter, service level agreement, script
Regulatory requirements Data protection Act, telephone preference service, Consumer Credit Act, Direct Marketing Act, financial services and marketing act

Guidance
AC1.1 Candidates must cover procedures for greeting and identifying, authorising payment and closing and recording customer contacts AC1.4 Candidates must relate to the method of communication within the organisation

Learning outcome	The learner will:
2.	Understand the use of information for sales activities in a contact centre
Assessment criteria	
The learner can:	
2.1	Describe the information needed about products and/or services needed to support sales activities
2.2	Explain how to obtain sufficient information from customers to enable a sale
2.3	Explain the link between product and/or service and customer information and sales opportunities
2.4	Explain how to find new customers for products and/or services

Range
Link between product and/or service
Sales cycle

Guidance
AC2.1 The range of products and/or services in the organisation
AC2.2 To satisfy the requirements of the organisation
AC2.4 The organisation's approach

Learning outcome	The learner will:
3.	Understand how to make sales through a contact centre
Assessment criteria	
The learner can:	
3.1	Describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported
3.2	Explain why it is important to identify and confirm customers' needs
3.3	Explain how to make matches to products and/or services from information provided by customers
3.4	Explain the importance of informing customers of what is happening and the reasons for any constraints or limitations
3.5	Explain the techniques for establishing a rapport with customers
3.6	Explain how to up-sell and cross-sell

Guidance
AC 3.1 candidates must identify examples of products or services offered by an organisation and explain the features and benefits
AC 3.4 the reasons for customers to be informed during contact of what is happening and also any reasons why there are delays or a commitment can't be met
AC3.5 candidates must identify at least four techniques
AC3.6 candidates must explain both up-selling and cross-selling

Unit 207

Principles of handling incidents through a contact centre

UAN:	M/503/0405
Level:	Level 2
Credit value:	3
GLH:	18
Relationship to NOS:	This unit is linked to Contact Centre NOS 38 Handle incidents under direction in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns knowing the standards and procedures for dealing with incidents in a contact centre, understanding how to use contact centre communications systems to deploy incident management resources and how to deal with incidents reported to a contact centre.

Learning outcome	The learner will:
1. Know the standards and procedures for dealing with incidents in a contact centre	
Assessment criteria	
The learner can:	
1.1 Describe the standards and procedures for handling incidents	
1.2 Describe techniques for controlling conversations with contacts	
1.3 Describe how to prioritise reported incidents	
1.4 Describe the information needs of those taking action over incidents	
1.5 Describe why and to whom to escalate incident responses	

Range
Techniques Active listening, speaking confidently, arranging call back, positive speech
Information needs Availability of resources, details of incident, assessment of incident needs, work carried out to date, specialist requirements, specialist availability, key personnel involved

Learning outcome	The learner will:
2.	Understand how to use contact centre communications systems to deploy incident management resources
Assessment criteria	
The learner can:	
2.1	Explain how to choose the most efficient means to communicate with those dealing with the incident
2.2	Explain the agreed conventions of wording, codes, style and approach for different media options

Guidance
2.2 Conventions of wording, codes, style and approach and media options will vary according to organisation

Learning outcome	The learner will:
3.	Understand how to deal with incidents reported to a contact centre
Assessment criteria	
The learner can:	
3.1	Describe the impact of regulation or legislation on incident management
3.2	Explain the use of decision trees
3.3	Explain the basis on which incidents should be escalated
3.4	Describe the limitations of the instructions and advice that can be passed on to someone reporting an incident
3.5	Describe the type and extent of resources available to deal with incidents

Range
Regulation or legislation Health and safety, working time regulations, internal/external regulation
Resources Contact centre call handlers, database, specialist contact details, rerouting programme

Unit 208

Principles of legal, regulatory and ethical requirements of a contact centre

UAN:	F/503/0411
Level:	Level 2
Credit value:	2
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding an organisation's procedures for dealing with legal, regulatory and ethical requirements in a contact centre and the legal, regulatory and ethical limits of contact centre work.

Learning outcome	The learner will:
1.	Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements in a contact centre
Assessment criteria	
The learner can:	
1.1	Describe an organisation's procedures for raising legal, regulatory and ethical concerns
1.2	Explain the scope of legal, regulatory and ethical requirements in a contact centre
1.3	Explain how the legal, regulatory and ethical requirements relate to a contact centre
1.4	Describe internal and external sources of information on legal, regulatory and ethical requirements
1.5	Explain how an 'ethical approach' affects a contact centre
1.6	Explain the importance of contract law in a contact centre

Range
Scope of legal, regulatory and ethical requirements Scope - Procedures, actions and processes Legal requirements - Health and Safety at Work Act, Working Time Directive, Disability Equality Duty, Age Discrimination, Gender Equality Duty, Race Relations Act, Data Protection and Copyright Laws. Regulatory requirements -FSA Regulations Ethical requirements - Moral and political

Learning outcome	The learner will:
2.	Understand the legal, regulatory and ethical limits of contact centre work
Assessment criteria	
The learner can:	
2.1	Explain the legal, regulatory and ethical requirements relevant to the role
2.2	Describe the potential consequences of not complying with legal, regulatory or ethical requirements
2.3	Explain the importance of working within the limits of the role, responsibilities and authority
2.4	Explain the process for reporting legal, regulatory and ethical concerns
2.5	Explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations

Range
Legal, regulatory and ethical requirements
Legal requirements - Health and Safety at Work Act, Working Time Directive, Disability Equality Duty, Age Discrimination, Gender Equality Duty, Race Relations Act, Data Protection and Copyright Laws.
Regulatory requirements - FSA Regulations
Ethical requirements - Moral and political
Communication - Verbal and written

Guidance
AC 2.4 candidates should explain the internal process

Unit 301

Principles of personal and organisational effectiveness in a contact centre

UAN:	F/503/0358
Level:	Level 3
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Contact Centre NOS 2 Seek opportunities to develop your own personal effectiveness at work in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding how to use feedback on performance and how to improve personal and organisational performance in a contact centre.

Learning outcome	The learner will:
1.	Understand how to use feedback on performance in a contact centre
Assessment criteria	
The learner can:	
1.1	Explain the importance of different sources of feedback about performance to the personal development process
1.2	Describe how to analyse feedback from different sources to inform personal development plans
1.3	Explain the role of the performance review process in improving personal effectiveness and performance

Learning outcome	The learner will:
2.	Understand how to improve personal and organisational performance in a contact centre
Assessment criteria	
The learner can:	
2.1	Describe the importance of taking ownership for developing within the job role
2.2	Explain the techniques for assessing strengths and areas for development against job role requirements and priorities
2.3	Identify how different reasons for personal development affects the type of development resources needed
2.4	Explain the advantages and disadvantages of different formal and informal learning opportunities

- 2.5 Describe how the use of personal development resources contributes to improved performance and organisational effectiveness
- 2.6 Explain the **requirements of an effective personal development plan**
- 2.7 Explain the importance of reviewing performance and progress against personal and organisational development objectives
- 2.8 Explain the **techniques for measuring improvements** in personal and organisational performance

Range
<p>Techniques for assessing strengths Self analysis (SWOT), pre-appraisal assessment</p> <p>Reasons for personal development Personal, organisational, capability, legislative/regulatory developments</p> <p>Requirements of an effective personal development plan SMART targets, learning requirements, learning objectives, responsibilities, timescales, learning resources</p> <p>Techniques for measuring improvements Reviewing and analysing - call stats, KPIs, service level agreements</p>

Guidance
<p>Terminology may vary depending on the organisation.</p> <p>AC 2.1 Candidate should understand their responsibility for their personal development from self assessment, accepting feedback and carrying out development objectives recognising timescales.</p> <p>AC 2.4 Candidates must show advantages and disadvantages of at least two formal opportunities and two informal opportunities</p>

Unit 302

Principles and processes of health and safety in a contact centre

UAN:	L/503/0363
Level:	Level 3
Credit value:	3
GLH:	18
Relationship to NOS:	This unit is linked to Contact Centre NOS 5 Monitor health and safety procedures in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding health and safety risk assessment in a contact centre, compliance monitoring of health and safety requirements and the principles of health and safety in a contact centre.

Learning outcome	The learner will:
1.	Understand health and safety risk assessment in a contact centre
Assessment criteria	
The learner can:	
1.1	Explain the factors to be taken into account when identifying health and safety risks
1.2	Describe processes and standards for scheduled risk audits
1.3	Explain the personal and business consequences of hazards to the contact centre
1.4	Describe the actions to be taken to reduce hazards

Range
<p>Factors to be taken into account Legislation, regulations, organisational policy/procedures</p> <p>Processes and standards for scheduled risk audits Dependant on; level of risk, legislation, regulations, organisational policy/procedures</p>

Guidance
AC 1.2 Candidates must be able to explain what scheduled risk audit means

Learning outcome	The learner will:
2.	Understand compliance monitoring of health and safety requirements in a contact centre
Assessment criteria	
The learner can:	
2.1	Describe the components of a health and safety compliance monitoring plan
2.2	Explain who needs to be made aware of the results of compliance monitoring and why
2.3	Explain the consequences of non-compliance with requirements

Range
Components Risk assessment, carrying out of findings from assessment, induction check, timescales for remedial work, records/recording documents

Guidance
AC 2.2 Candidates need to be able to explain the reasons why each person identified needs to be made aware of these results

Learning outcome	The learner will:
3.	Understand the principles of health and safety in a contact centre
Assessment criteria	
The learner can:	
3.1	Explain how regulations and legislation affect health and safety
3.2	Describe the information and advice needs of different roles on health and safety matters
3.3	Describe the advantages and disadvantages of different methods of communication on health and safety matters
3.4	Explain the importance of health and safety risk assessments within general health and safety audits

Range
Regulations and legislation Noise at work regulation, Health and Safety at Work Act, Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR), The Management of Health and Safety in a business environment Regulations, Workplace (Health, Safety and Welfare) Regulations, Display Screen Equipment Regulations, The Provision and Use of Work Equipment Regulations, Control of Substances Hazardous to Health (COSHH)
information and advice needs employee – policy and procedures, their responsibilities, own risk assessment organisation – legislation, regulations, risk assessments, reporting procedures, resource requirements health and safety officer - legislation, regulations, risk assessments, reporting procedures, monitoring, internal communication and management of health and safety policy, government guidelines

Different methods of communication

notice boards, intranet, testing, briefs, meetings, organisational directives

Guidance

AC3.1 Candidates need to have an awareness of all of the legislation/regulations in the range and how these affect health and safety in a contact centre

AC3.3 Candidates must be able to give advantages and disadvantages of each of the communication methods in the range

AC3.4 Candidates must be aware that results of risk assessments have a direct impact on health and safety audits

Unit 303

Principles of personal responsibilities and how to develop and evaluate own performance at work

UAN:	D/601/7644
Level:	Level 3
Credit value:	4
GLH:	32
Relationship to NOS:	This unit is linked to Council for Administration NOS BAA626; BAC312; BAF172
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration
Aim:	This unit is about understanding one's own responsibilities for action in a business environment, including legislative and contractual responsibilities and ways of managing and evaluating own work effectively

Learning outcome	The learner will:
1.	Understand the employment rights and responsibilities of the employee and employer and their purpose
Assessment criteria	
The learner can:	
1.1	Identify the main points of contracts of employment and their purpose
1.2	Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation
1.3	Identify where to find information on employment rights and responsibilities both internally and externally
1.4	Explain the purpose and functions of representative bodies that support employees
1.5	Explain employer and employee responsibilities for equality and diversity in a business environment
1.6	Explain the benefits of making sure equality and diversity procedures are followed in a business environment

Range
Points of contracts of employment Job title, place of work, the duties of the job, the pay, how payments will be made, hours of work, holiday entitlement, sick pay entitlement, any pension scheme arrangements, terms of notice

<p>Points of legislation</p> <p>Equal opportunities legislation - The Sex Discrimination Act 1975 and 1986, The Race Relations Act 1976, The Equal Pay Act 1970 , The Disability Discrimination Act 1995 (DDA)</p> <p>Employment legislation - Employment Rights Act 1996, Employment Relations Act 1999, Working Time Regulations 1998, Employment Act 2002/2004</p> <p>Health and safety legislation - Health and Safety at Work Act, Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR) 1992, The Management of Health and Safety at Work Regulations 1999, Workplace (Health, Safety and Welfare) Regulations 1992, Display Screen Equipment Regulations 1992, The Provision and Use of Work Equipment Regulations 1998, Control of Substances Hazardous to Health (COSHH) 1999</p> <p>Data and intellectual property protection - The Data Protection Act 1984/1998, The Copyright, Designs and Patents Act 1988, Company legislation, eg Companies Act 1985</p> <p>Where to find information on employment rights and responsibilities</p> <p>Internal sources - line manager, HR/personnel department, union representative, intranet.</p> <p>External sources - Health and Safety Executive (HSE), Department of Trade and Industry (DTI), ACAS, TUC, trade unions, Citizens' Advice Bureaux, internet, library, government agencies.</p> <p>Representative bodies</p> <p>Trade unions, professional associations, health and safety officers</p>

<p>Guidance</p> <p>AC1.1 The candidate needs to consider the purpose of a contract from both employer and employee perspectives, and what constitutes a breach of contract.</p> <p>AC1.4 The candidate will need to explain the purpose and function in terms of advice, information, legal assistance and financial help.</p> <p>AC1.5 The candidate will need to explain how employers and employees ensure equality and diversity in practice by complying with discrimination legislation, creating equal opportunities/diversity policies and using Equal Opportunities Commission's guidelines.</p> <p>AC1.6 Elements that create 'diversity' are gender, age, background, culture, ethnicity, disability, religion, sexual orientation, personality and work style; candidates will need to explain how these differences can be of benefit to an organisation, eg: workforce reflects the public community it is dealing with, employees feel valued and respected and perform better, recognition of the needs and preferences of a wider sector of the public, wider pool of skilled talent to choose from and lower staff costs/turnover.</p>

Learning outcome	The learner will:
2. Understand the purpose of health, safety and security procedures in a business environment	
Assessment criteria	
The learner can:	
2.1	Explain employer and employee responsibilities for health, safety and security in a business environment
2.2	Explain the purpose of following health, safety and security procedures in a business environment

Range
<p>Employer and employee responsibilities Complying with health and safety legislation, risk assessment, appointing and knowing the role and duties of a first-aider or appointed person, maintaining environmental issues (heating, lighting, ergonomics, ventilation, décor), having and complying with emergency and evacuation procedures, maintaining the security and confidentiality of data stock and personnel, health and safety training.</p> <p>Purpose The use of safe working methods and equipment, the safe use of hazardous substances, what to do in the event of an emergency, accident reporting / first aid, security regarding data, stock and personnel, reporting of hazards/risk assessment.</p>

Learning outcome	The learner will:
3.	Understand how to manage own work
Assessment criteria	
The learner can:	
3.1	Explain the reasons for planning and prioritising own work
3.2	Identify ways of planning and prioritising own work
3.3	Explain the purpose of keeping other people informed about progress
3.4	Describe methods of dealing with pressure in a business environment

Range
<p>Reasons for planning and prioritising Meeting deadlines, achieving objectives, being accountable to others.</p> <p>Ways of planning and prioritising diaries, schedulers, planners, organisers/PDAs, timesheets, to do lists</p> <p>Purpose of keeping other people informed Meeting deadlines/targets, accessing support when required, to anticipate and plan for problems/delays, the effect on colleagues' work loads/patterns.</p>

Guidance
<p>AC3.1 Candidates should be able to describe circumstances when deadlines cannot be met through, eg interruptions, distractions, taking on extra work, staff absence, technical breakdown, lack of resources, unforeseen circumstances such as inclement weather, transport strikes. Candidates should be aware of the impact of not meeting deadlines on colleagues, the manager and organisations as a whole.</p> <p>AC3.3. Candidates should be able to explain why it is important to keep others informed about progress - reporting may be through, eg regular progress reports, one-to-one update meetings, progress/team meetings, shared project planners.</p> <p>AC3.4. Candidates should be able to describe the relationship between pressure and stress, symptoms of not coping, necessary action to take to reduce pressure and therefore avoid stress developing and factors at work and at home that lead to stress.</p>

Learning outcome	The learner will:
4. Understand how to evaluate and improve own performance in a business environment	
Assessment criteria	
The learner can:	
4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment	
4.2 Describe ways of evaluating and improving own performance in a business environment	
4.3 Explain the purpose of encouraging and accepting feedback from others	
4.4 Explain different types of career pathways and roles available	

Range
Purpose of continuously evaluating and improving own performance Improving weak areas and gaining new skills, motivation, increased ability to embrace changes/challenges, possible financial reward/promotion, increased employability.
Ways of evaluating and improving own performance SWOT analysis and training needs analysis (TNA), observation and feedback, one-to-one meetings/appraisal and performance reviews

Guidance
AC4.2 Candidates should be able to explain how to create a Personal Development Plan using SMART techniques. Candidates should be able to outline the range of training and development opportunities eg coaching, mentoring, work-shadowing, training courses, in-house training, performance appraisals, e-learning. AC4.3 Candidate needs to explain how feedback, both formal and informal, can result in personal growth and development, eg from managers/supervisors, colleagues – 360° and customers. AC4.4 The candidate should explain career paths/progression routes available both inside and outside the organisation and the possible sources of information on these.

Learning outcome	The learner will:
5. Understand the types of problems that may occur with own work and how to deal with them	
Assessment criteria	
The learner can:	
5.1 Describe the types of problems that may occur with own work	
5.2 Explain ways of dealing with problems that may occur with own work	
5.3 Explain how and when to refer problems to relevant colleagues	

Range
Types of problems Financial, resource related, equipment/systems failure, staff-related, unforeseen (weather, industrial action).

Ways of dealing with problems

Replanning/reprioritising own work, gaining the support of others, identifying a solution and implementing it.

Guidance

AC5.1 Candidates must be able to identify problems may be both minor, ie that can be solved by making adjustments and with little or no assistance and major, ie those that have resource or financial implications.

AC5.3 Candidates should be able to explain how to assess a problem for seriousness in terms of impact on finance, meeting target/deadline, colleagues, external customers/organisation's reputation, security, health or safety. Candidates should be able to explain the limits of their own authority in finding solutions to problems and procedures for referring problems, and to whom they should be referred.

Learning outcome**The learner will:**

6. Understand the decision making process

Assessment criteria

The learner can:

6.1 Explain **key stages** in the decision-making process

6.2 Explain the purpose of not exceeding own limits of authority in making decisions

Range**Key stages**

Analysis, consultation, negotiation, feedback

Guidance

AC6.1 Candidates must show an awareness of who in an organisation has responsibility for different types of decisions, eg: strategic and operational and relate to individual roles and responsibilities. Candidates will also need to describe the factors that may affect decisions, eg sector regulations and codes of practice, organisation size and structure and organisational culture.

AC6.2 Candidates need to explain their span of control and the impact of decisions on their role set colleagues. They should be able to identify decisions that are within and outside their limit of authority.

Unit 304

Principles and processes of systems and technology in a contact centre

UAN:	T/503/0373
Level:	Level 3
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to Contact Centre NOS 10 Support team use of contact centre systems and technology.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding how to design new reports in a contact centre, how to optimise performance through systems and technology and the use of contact centre systems and technology.

Learning outcome	The learner will:
1.	Understand how to design reports in a contact centre
Assessment criteria	
The learner can:	
1.1	Explain how to identify metrics to be included in reports
1.2	Explain what needs to be included in reports
1.3	Describe standards and guidelines for the presentation of reports

Range
Metrics Volumes, timelines, sales figures, percentages
Standards and guidelines for the presentation of reports Organisation requirements, house style

Guidance
AC1.2 Candidates need to identify a report required relevant to their organisation's requirements eg break times, after call work, offline time, training time, length of call.

Learning outcome	The learner will:
2. Understand how to optimise performance in a contact centre through systems and technology	
Assessment criteria	
The learner can:	
2.1 Explain how coaching/buddying activities improve colleagues' use of systems and technology	
2.2 Explain the effects of alterations to applications and systems	
2.3 Explain how routing rules can be adjusted to meet changing priorities and resources	
2.4 Explain how to identify data flow changes and why this is important	

Range
Coaching/buddying activities Training on updates, helpdesk, built-in offline time, working with experienced colleagues
Routing rules Predictive wait time, based on skill, based on workload, based on time, based on day, based on geography
Data flow changes Changes in demand, changes in call volume

Learning outcome	The learner will:
3. Understand the use of contact centre systems and technology	
Assessment criteria	
The learner can:	
3.1 Describe how systems and technology address changes resulting from legislation and regulation	
3.2 Explain parameters for system configuration	
3.3 Explain the importance of predictive contact queuing to efficient operations	

Range
Parameters for system configuration Universal queues, agent groups, skills based routing/priority
Importance of predictive contact queuing To ensure contact volumes are kept manageable, to meet service level agreement, to meet customer charter

Unit 305

Principles of customer service in a contact centre

UAN:	F/503/0389
Level:	Level 3
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to Contact Centre NOS 15 Oversee customer service through a contact centre and Contact Centre NOS 25 Communicate complex information to customers through a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding customer service in a contact centre, how to resolve issues in customer service, how to monitor customer service performance and compliance and how to communicate verbally and in written or electronic form with customers referred by others in a contact centre.

Learning outcome	The learner will:
1.	Understand customer service in a contact centre
Assessment criteria	
The learner can:	
1.1	Describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported
1.2	Explain how organisational and regulatory requirements affect the delivery of customer service
1.3	Describe the importance of having customer service aims, objectives and service offers
1.4	Explain how to design Key Performance Indicators (KPIs)

Range
Organisational and regulatory requirements Organisational – customer charter, service level agreement, service offer Regulatory - data protection act, telephone preference service, consumer credit act, direct marketing act, financial services and marketing act

Guidance
AC1.1 candidates must identify examples of products or services offered by an organisation and understand the features and benefits AC1.4 candidate must relate KPIs to customer charter, service level agreement and service offer

Learning outcome	The learner will:
2.	Understand how to resolve issues in customer service in a contact centre
Assessment criteria	
The learner can:	
2.1	Explain how and why customer service issues are escalated
2.2	Explain how to validate customers' identity
2.3	Explain the techniques for establishing a rapport with customers
2.4	Explain how to balance the needs of the organisation with those of customers when resolving customer service issues
2.5	Explain the importance of informing customers of what is happening and the reasons for any constraints or limitations

Range
Needs
Organisational – adherence to service level agreement, efficient and cost-effective customer service Customer – product or service value

Guidance
AC2.1 candidates must relate to organisational guidelines AC2.2 candidates must relate to organisational guidelines AC2.3 candidates must identify at least four techniques AC 2.5 the reasons for customers to be informed during contact of what is happening and also any reasons why there are delays or a commitment can't be met

Learning outcome	The learner will:
3.	Understand how to monitor customer service performance and compliance within a contact centre
Assessment criteria	
The learner can:	
3.1	Describe the scope of what needs to be monitored in customer service performance and compliance
3.2	Explain the use of Key Performance Indicators (KPIs) in testing the quality of customer service delivery
3.3	Describe how to validate monitoring data
3.4	Explain how to analyse monitoring data to identify areas for enhancement
3.5	Describe who needs to be informed of monitoring results and why

Range
<p>Scope Customer service performance - Service level agreement/customer charter/service offer Compliance – legal requirements; regulatory requirements; quality standards</p> <p>Key Performance Indicators (KPIs) Sales - after call work; offline time; length of call; customer satisfaction Monitoring data Reports - customer feedback</p>

Learning outcome	The learner will:
4.	Understand how to communicate verbally and in written or electronic form with customers referred by others in a contact centre
Assessment criteria	
The learner can:	
4.1	Explain the need for procedures and guidelines for verbal and written communications
4.2	Explain how to adapt the use of language to meet customers' needs
4.3	Explain the strengths and weaknesses of verbal and written communications
4.4	Explain how to identify inadequacies in the standard of colleagues' communications with customers

Range
<p>Use of language Tone, volume, content</p> <p>Customers Internal, external</p>

Guidance
AC4.1 candidates must relate to organisational procedures and guidelines

Unit 306

Principles of sales activities and customer support in a contact centre

UAN:	J/503/0393
Level:	Level 3
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to Contact Centre NOS 20 Lead direct sales activities in a contact centre team and Contact Centre NOS 32 Support customers and colleagues when providing contact centre services.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding the process of selling in a contact centre, the use of contact centre sales data, how to lead a sales team in a contact centre and customer complaints and non-compliance issues in a contact centre.

Learning outcome	The learner will:
1.	Understand the process of selling in a contact centre
Assessment criteria	
The learner can:	
1.1	Explain the information needed to prepare for sales activities
1.2	Describe the purpose of explaining to customers the features and benefits of products and/or services offered or supported
1.3	Describe the impact of legislation on selling
1.4	Explain how to offer options to customers by linking wishes and needs to products and/or services
1.5	Explain techniques to adapt sales styles to mirror customers' behaviour
1.6	Explain techniques for overcoming customers' objections and questions
1.7	Explain techniques for closing the sale
1.8	Explain techniques for up-selling and cross-selling
1.9	Describe procedures for authorisation of payment and recording customers' orders

Range
Linking wishes identifying key words, using probing questions, active listening

Guidance
AC 1.2 candidates must describe the features and benefits of the products AC1.6 candidate must give at least three techniques AC1.7 candidate must explain the organisation's process AC1.8 candidate must explain what up-selling and cross-selling and how to carry this out

Learning outcome	The learner will:
2. Understand the use of contact centre sales data	
Assessment criteria	
The learner can:	
2.1 Explain how sales data should be collated to enable data manipulation	
2.2 Describe current market and customer trends	
2.3 Explain analysis techniques to compare performance against benchmarks	
2.4 Explain how the results will be used to inform sales plans	

Range
Sales data Customer information, product/service information, product/service availability

Guidance
AC 2.1 Sources of information within the organisation AC2.3 Explain how the information is broken down and used AC2.4 Internal and external

Learning outcome	The learner will:
3. Understand how to lead a sales team in a contact centre	
Assessment criteria	
The learner can:	
3.1 Explain how to identify sales activities that are capable of fulfilling a sales plan	
3.2 Explain how to set stretching but realistic and achievable targets	
3.3 Explain how to monitor team performance toward targets	
3.4 Explain how to identify opportunities for improving sales performance	
3.5 Explain how advice and support for colleagues increases their understanding of sales-related requirements	
3.6 Explain the importance of setting a good example and encouraging colleagues	

Guidance
AC 3.2 SMART targets AC3.3 Within the organisation

Learning outcome	The learner will:
4. Understand customer complaints and non-compliance issues in a contact centre	
Assessment criteria	
The learner can:	
4.1 Describe the stages for dealing with customer complaints	
4.2 Explain what constitutes non-compliance with legal and regulatory requirements	
4.3 Explain the implications of non-compliance with legal and regulatory requirements	
4.4 Explain the importance of complying with breaches of service offers and the impact of non-compliance	
4.5 Explain the impact of non-compliance with a service offer	

Range
Stages Actively listen, obtain all details, repeat to check understanding, escalate if appropriate, explain next stage to caller, agree to call back at certain time, negotiate solution, confirm action/solution, obtain agreement, close call, wrap up call

Guidance
AC 4.1 Internal procedure within the organisation AC4.4 Candidate must cover Legal and regulatory requirements

Unit 307

Principles of performance management in a contact centre

UAN:	Y/503/0396
Level:	Level 3
Credit value:	3
GLH:	18
Relationship to NOS:	This unit is linked to Contact Centre NOS 27 Contribute to performance management in a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding how to improve the performance of individuals and teams and performance management in a contact centre.

Learning outcome	The learner will:
1. Understand how to improve the performance of individuals and teams in a contact centre	
Assessment criteria	
The learner can:	
1.1 Explain how performance is managed to meet objectives	
1.2 Describe methods of performance monitoring	
1.3 Explain how to give feedback for performance improvement that is motivating	
1.4 Explain how to develop practical ways of managing workflows	
1.5 Explain how to provide support that is tailored to identified performance needs	

Range
How performance is managed Reviews (call handling monitoring/quality audit), feedback (1-to-1, appraisals, recognition and rewards system), development (personal development plan)
Methods of performance monitoring Individual - KPIs Organisational - service level agreements/customer charter/service offer

Learning outcome	The learner will:
2. Understand performance management in a contact centre	
Assessment criteria	
The learner can:	
2.1 Explain the purpose and importance of performance management	
2.2 Explain the impact of legislation and regulations on contact centre performance	
2.3 Explain the need for organisational procedures and guidelines in contact centre operations	
2.4 Explain how to identify deviations in performance from expected and historical performance	

Guidance
AC2.1 must explain the purpose and the importance. AC2.4 recognise market fluctuations, seasonal variations and organisational changes

UAN:	K/503/0399
Level:	Level 3
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to Contact Centre NOS 35 Contribute to resource plan development in contact centre operations
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding demand forecasting for contacts handled by contact centres and scheduling and staffing activities in a contact centre.

Learning outcome	The learner will:
1.	Understand demand forecasting for contacts handled by contact centres
Assessment criteria	
The learner can:	
1.1	Describe the metrics that represent demand for contact centre services
1.2	Explain how to analyse demand data to identify resource needs
1.3	Describe the acceptable tolerances for predicting demand
1.4	Explain the use of confidence limits in demand forecasting
1.5	Explain the reasons for changes in anticipated demand

Range
<p>Metrics that represent demand Volume (of inbound/outbound calls, emails, webchats), speed of answer, abandon rate</p> <p>How to analyse demand data Look at trends (in month of year, week of month, day of week), establish demand, convert into staff required</p> <p>Tolerances Resource shortfalls, resource surpluses</p> <p>Use of confidence limits Confidence limits are done in percentiles and allow you to set an upper and lower limit to compensate for the forecast accuracy.</p>

Reasons for changes

Correspondence, new products or services, weather, media coverage, external factors that impact the business

Guidance

AC1.2 Candidates need to be aware that volume is converted into time (calls x expected handle time) then divided by the available time in the time period of the forecast volume. For example, 100 calls in 15 minutes = 100 calls x 500 seconds per call = 50,000 seconds. Divided by 900 seconds (15 minutes in seconds) = 56 advisors - this assumes the advisors are available for the entire 15minutes.

Learning outcome**The learner will:**

2. Understand scheduling and staffing activities in a contact centre

Assessment criteria

The learner can:

- 2.1 Explain the **resource planning process**
- 2.2 Explain the options to address **resource planning issues**
- 2.3 Explain the importance of briefing colleagues on trends, forecasts, resource availability
- 2.4 Explain the **implications** of trends, forecasts and resource availability for meeting organisational objectives
- 2.5 Explain the importance of taking staff preferences and constraints into account in developing resource plans
- 2.6 Explain the use of employee data and work records for resource planning purposes
- 2.7 Explain how to ensure that resource plans will meet business needs and changing requirements
- 2.8 Explain the importance of involving colleagues in resourcing decisions

Range**Resource planning process**

Establish parameters (call patterns/volumes, service time, percentage of advisor availability), predict how many advisors will needed

Resource planning issues

Sickness, holiday, training

Implications

Effects on service level agreement, effects on customer charter, effects on service offer

Guidance

AC2.3 Candidates need to be aware of the consequences of lack of communication regarding resource availability.

AC2.5 Candidates need to understand how staff motivation and outside factors are taken into account. Candidates must identify what issues could affect staff performance and how meeting their needs will assist in successful resource planning. For example a member of staff has sore throat so could be placed on email contact instead of call taking.

AC2.7 Candidates need to be aware of the necessity of constant monitoring of workload.

Unit 309

Principles of incident management through a contact centre

UAN:	M/503/0405
Level:	Level 3
Credit value:	4
GLH:	18
Relationship to NOS:	This unit is linked to Contact Centre NOS 39 Manage incidents referred to a contact centre.
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Administration.
Aim:	This unit concerns understanding incident management through a contact centre and the use of incident management data.

Learning outcome	The learner will:
1.	Understand incident management through a contact centre
Assessment criteria	
The learner can:	
1.1	Describe the procedures and guidelines for incident handling, monitoring and management of complaints
1.2	Explain the strengths and weaknesses of methods of assessing the validity and priority of potential incidents
1.3	Explain the strengths and weaknesses of methods of monitoring the actions of those deployed to deal with incidents
1.4	Explain the importance of confirming the availability of suitable resources to deal with incidents
1.5	Explain the roles and responsibilities of staff deployed to deal with incidents
1.6	Explain the use of decision trees in incident management
1.7	Explain the importance of unambiguous communication in incident management

Range
Validity Logic
Methods of monitoring Organisation's internal steps to review
Resources Internal, external

Guidance
AC1.1 Procedures and guidelines will be relevant to the organisation candidates must describe the procedures and guidelines. AC1.2 Candidates must explain the strength and weaknesses AC1.3 Candidates must explain the strength and weaknesses AC1.5 Candidate must explain both the roles and responsibilities AC1.6 Candidates must show an understanding of decision trees

Learning outcome	The learner will:
2. Understand the use of incident management data	
Assessment criteria	
The learner can:	
2.1	Explain how to analyse incident management data to identify actions that will improve team performance
2.2	Explain the importance of reviewing incident management data

Guidance
Incident management data – this will be relevant to the organisation



Appendix 1 Relationships to other qualifications

Links to other qualifications

These qualifications have connections to the:

- NVQs in Customer Service (4430)
- VRQs in Marketing (7734)
- NVQs in Sales (6801)
- NVQs in Contact Centre Operations (3412)

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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