



Handbook

CSC01 – VTCT (Skillsfirst) Level 1 Certificate in
principles of Customer Service (RQF)

600/4940/6

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in principles of Customer Service (RQF)
Qualification number	600/4940/6
Product code	CSC01
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.
Credits	13
Total Qualification Time (TQT)	130
Guided Learning (GL) hours	109
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide learners with an overview of customer service and to give learners an insight into the needs of customer service within their chosen occupational area/s. It will also enable learners to gain work-related skills and knowledge within the customer service sector.

2.2 Progression opportunities

On completion of the Level 1 Certificate in Principles of Customer Service (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 2 Certificate in Customer Service (RQF)
- VTCT (Skillsfirst) Level 2 NVQ Certificate in Customer Service (RQF)

or continue onto a foundation learning programme of study.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in principles of Customer Service (RQF) learners must achieve all mandatory units. All **13** credits must be achieved.

- Group M – all 5 credits
- Group A – a minimum of 8 credits

A minimum of 7 credits must be at Level 1

The minimum TQT required to achieve this qualification is **130**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 5 credits				
CSP02	Apply legislation, regulation and organisational procedures for customer service	1	3	M/601/6076
CSP03	Working in customer service	1	2	R/601/6071

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group A): Group A – a minimum of 8 credits.				
CSP04*	The importance of appearance and behaviour in customer service	Entry 3	2	A/601/6047
CSP05*	Legislation, regulation and procedures to follow in customer service	Entry 3	2	J/601/6052
CSP06*	Understand how to deal with queries and requests	Entry 3	3	R/601/6054
CSP07*	Communicate customers' problems with others	Entry 3	2	D/601/6056
CSP08*	The customer service job role	Entry 3	2	K/601/6058
CSP09*	Handling telephone calls from customers	Entry 3	2	M/601/6059
CSP10*	Communicate effectively with customers	Entry 3	2	M/601/6062
CSP11*	Effective relationships with customers and colleagues	Entry 3	2	A/601/6064
CSP12*	Introduction to customer service	Entry 3	2	F/601/6065
CSP13*	Working in a customer focused way	Entry 3	2	L/601/6067
CSP14*	Create a good impression to customers	1	2	R/601/6068
CSP15*	Deal with queries and requests	1	3	H/601/6074
CSP16*	Record and communicate customer problems	1	2	K/601/6075
CSP17*	Answer telephone calls from customers	1	2	T/601/6077
CSP18*	Positive communication with customers	1	2	A/601/6078
CSP19*	Contribute to effective customer service	1	2	F/601/6079
CSP20*	The customer service experience	1	2	T/601/6080
CSP21*	Work in a customer-friendly way	1	2	A/601/6081

***Barred units**

Product code	Barred with Unit
CSP04	CSP14
CSP05	CSP02
CSP06	CSP15
CSP07	CSP16
CSP08	CSP03
CSP09	CSP17
CSP10	CSP18
CSP11	CSP19
CSP12	CSP20
CSP13	CSP21
CSP14	CSP04
CSP15	CSP06
CSP16	CSP07
CSP17	CSP09
CSP18	CSP10
CSP19	CSP11
CSP20	CSP12
CSP21	CSP13

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 SkillsCfA

The Level 1 Certificate in Principles of Customer Service (RQF) is based on units developed by the Institute of Customer Service (ICS) who were the sector skills council during its development. The sector skills council is now the SkillsCfA and their contact details are:

SkillsCfA
Unit 110 Linton House
164 - 180 Union Street
London
SE1 0LH
Tel: 0207 091 9620

info@skillscfa.org

This handbook provides details from the SkillsCfA's assessment strategy, which centres will need to apply in order to assess and quality assure the Level 1 Certificate in Principles of Customer Service (RQF) and includes

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website www.cfa.uk.com

4.3 Occupational expertise of those who deliver, assess performance, and moderate and verify assessments

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

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least 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

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and SkillsCfA and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification

or

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit

5.2 Assessment principles

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self assessments
- Workbook activities
- Role play

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criteria is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation is allowed in all of the units in this qualification. Skillsfirst guidance to centres is to ensure that demands on the learner during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- all simulations should follow these documented plans
- a centre's overall strategy for simulation must be examined and approved by the external verifier
- there should be a range of simulations to cover the same aspect of the standard so that the risk of learners successfully colluding is reduced
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- the nature of the contingency must be realistic

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirement

6 Units

Unit Handbook

CSP02 – Apply legislation, regulation and organisational procedures for customer service

Unit reference number: R/601/6071

Level: 1

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to help the learner to comply with legislative and regulatory requirements and follow organisational procedures when involved in delivering customer service.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to follow customer service procedures for a particular job

LO2 Be able to protect the security of property and information when delivering customer service

LO3 Know the health and safety requirements of delivering customer service

LO4 Know external rules that impact on customer service delivery

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to follow customer service procedures for a particular job	1.1 Describe the limits of own responsibility and authority for a particular job in customer service
	1.2 Carry out steps in customer service procedures for a particular job

Learning Outcome	Assessment Criteria
LO2 Be able to protect the security of property and information when delivering customer service	2.1 Observe organisational procedures for the security of property when delivering customer service
	2.2 Observe organisational procedures for the security of information when delivering customer service

Learning Outcome	Assessment Criteria
LO3 Know the health and safety requirements of delivering customer service	3.1 Describe the health and safety rules that relate to delivering customer service
	3.2 Describe the main health and safety risks for customers and colleagues when delivering customer service

Learning Outcome	Assessment Criteria
LO4 Know other external rules that impact on customer service delivery	4.1 Describe the key legislation and external regulations relating to customer service delivery
	4.2 Describe actions to avoid because of legislation and regulation when delivering customer service
	4.3 Describe the importance of treating customers equally when delivering customer service

CSP02 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP03 – Working in customer service

Unit reference number: M/601/6076

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner understand their role in a customer service environment.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the customer service principles that affect a customer related job

LO2 Know what is required of a particular job holder to meet customer expectations

LO3 Know the outline of entry level customer service jobs

LO4 Know the outline of customer service jobs that may be accessible after experience in first step jobs

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the customer service principles that affect a customer related job	1.1 State the service offer of the organisation
	1.2 Describe the role of a selected job holder in delivering the service offer

Learning Outcome	Assessment Criteria
LO2 Know what is required of a particular job holder to meet customer expectations	2.1 Describe the information the job holder needs to meet customer service expectations
	2.2 Describe how the behaviour of somebody in a customer service job affects the customer experience

Learning Outcome	Assessment Criteria
LO3 Know the outline of entry level customer service jobs	3.1 Identify jobs delivering customer service
	3.2 Identify the customers for those jobs
	3.3 Describe what customers expect from somebody doing those jobs

Learning Outcome	Assessment Criteria
LO4 Know the outline of customer service jobs that may be accessible after experience in first step jobs	4.1 Identify jobs that may follow from experience in first step customer service
	4.2 Identify the customers for those jobs
	4.3 Describe what customers expect from someone doing these jobs

CSP03 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP04 – The importance of appearance and behaviour in customer service

Unit reference number: A/601/6047

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to help the learner to become aware of appropriate behaviour and appearance when dealing with customers.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the dress requirements in customer service jobs

LO2 Know how general appearance affects the way customers react

LO3 Know how to interact with customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP14 Create a good impression to customers.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the dress requirements in customer service jobs	1.1 State the appropriate dress in a particular service job
	1.2 State inappropriate dress in a particular customer service job

Learning Outcome	Assessment Criteria
LO2 Know how general appearance affects the way customers react	2.1 Identify customer expectations or appearance in a particular customer service job role
	2.2 Identify personal appearance that could cause negative customer reaction

Learning Outcome	Assessment Criteria
LO3 Know how to interact with customers	3.1 State the importance of making a good first impression on customers
	3.2 Describe how to greet customers politely and positively
	3.3 State how recognise when a customer wants or needs attention
	3.4 State how to respond when a customer wants or needs attention
	3.5 Describe how to focus on customers and avoid distractions when dealing with them
	3.6 State the importance of thanking customers for their business or for information given

CSP04 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP05 – Legislation, regulation and procedures to follow in customer service

Unit reference number: J/601/6052

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to appreciate the need to act within legislative and regulatory requirements and follow organisational procedures when involved in customer service.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know organisational procedures for customer service

LO2 Know how to protect the security of property and information when delivering customer service

LO3 Know the health and safety rules that relate to a customer service job

LO4 Know the relevant external rules in a customer service job

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP02 Apply legislation, regulation and organisational procedures for customer service.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know organisational procedures for customer service	1.1 State the procedures for particular customer service job
	1.2 State the limits of responsibility and authority for a particular job in customer service

Learning Outcome	Assessment Criteria
LO2 Know how to protect the security of property and information when delivering customer service	2.1 State organisational procedures for the security of property when delivering customer service
	2.2 State organisational procedures for the security of information about customers when delivering customer service

Learning Outcome	Assessment Criteria
LO3 Know the health and safety rules that relate to a customer service job	3.1 State the health and safety rules that relate to a customer job
	3.2 State the health and safety risks to customers and colleagues

Learning Outcome	Assessment Criteria
LO4 Know the relevant external rules in a customer service job	4.1 List legislation and external regulation that impact on a customer service job
	4.2 List things that should not be done in a customer service job because of regulation
	4.3 State your responsibilities for treating customers equally

CSP05 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP06 – Understand how to deal with queries and requests

Unit reference number: R/601/6054

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit is about helping the learner to understand and know how to react to straightforward customer queries and requests about any products/services that are involved.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the services or products of a section or department within an organisation

LO2 Know the types of question that customers will ask

LO3 Know how to recognise when a customer has a query or request

LO4 Know how to clarify details of queries or requests from customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP15 Deal with queries and requests.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the services or products of a section or department within an organisation	1.1 List the services or products a selected section or department offers
	1.2 Describe the key features of the services or products a selected section or department offers

Learning Outcome	Assessment Criteria
LO2 Know the types of question that customers will ask	2.1 List the most frequently asked questions about a selected section or department's services or products
	2.2 State the preferred answers to the most frequently asked questions about a selected section or department's services or products

Learning Outcome	Assessment Criteria
LO3 Know how to recognise when a customer has a query or request	3.1 Listen closely to questions from customers
	3.2 Identify when questions from customers require a specific response or action

Learning Outcome	Assessment Criteria
LO4 Know how to clarify details of queries or requests from customers	4.1 State how to check with customers that they have heard their questions correctly
	4.2 State the importance of keeping customers informed about actions on their queries or requests

CSP06 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP07 – Communicate customers’ problems with others

Unit reference number: D/601/6056

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner to understand how to communicate effectively with customers and colleagues when there is a customer service problem.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know how to collect information about a problem from a customer

LO2 Be able to log information about a customer problem

LO3 Know how to select information about a customer problem to pass to a colleague

LO4 Know how to communicate with a customer and a colleague about the problem

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP16 Record and communicate customer problems.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to collect information about a problem from a customer	1.1 List the information to seek when asking a customer for details about a problem
	1.2 Describe how to check understanding of a problem with a customer

Learning Outcome	Assessment Criteria
LO2 Be able to log information about a customer problem	2.1 Take notes about a customer problem
	2.2 Check with a customer that notes about the problem are correct

Learning Outcome	Assessment Criteria
LO3 Know how to select information about a customer problem to pass to a colleague	3.1 State the importance of selecting the correct information to identify the customer and the problem
	3.2 Identify the details of a customer problem that should be passed to a colleague

Learning Outcome	Assessment Criteria
LO4 Know how to communicate with a customer and a colleague about the problem	4.1 State the importance of passing full information about the customer problem to a colleague accurately and promptly
	4.2 State the importance of keeping a customer informed about what is being done about the problem

CSP07 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP08 – The customer service job role

Unit reference number: K/601/6058

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to recognise how customer service jobs, dealing with either external or internal customers, offer opportunities for somebody starting out on a career in customer service.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know what the delivery of good customer service involves

LO2 Know the requirements of an entry level customer service job

LO3 Know the outline of a job involving customer service that may be accessible after gaining experience at entry level

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP03 Working in customer service.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know what the delivery of good customer service involves	1.1 List the information a person needs to do a customer service job
	1.2 List the parts of a job which impact directly on customer service
	1.3 Describe the key individual skills needed to do a customer service job
	1.4 Describe how the way somebody behaves in a job affects the customer experience

Learning Outcome	Assessment Criteria
LO2 Know the requirements of an entry level customer service job	2.1 Describe a job that may be a first step in delivering customer service
	2.2 Identify who the customers are
	2.3 Describe what customers expect from somebody doing that job

Learning Outcome	Assessment Criteria
LO3 Know the outline of a job involving customer service that may be accessible after gaining experience at entry level	3.1 Describe a job that may follow from gaining experience in a first step customer service job
	3.2 Identify who the customers are
	3.3 Describe what customers expect from somebody doing that job

CSP08 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP09 – Handling telephone calls from customers

Unit reference number: M/601/6059

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner to understand how to deal with telephone calls from customers.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know how to greet customers calling on the telephone

LO2 Know how to deal with customers calling on the telephone

LO3 Know how to deal with communication problems whilst on the telephone

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP17 Answer telephone calls from customers.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to greet customers calling on the telephone	1.1 State the importance of answering the telephone promptly
	1.2 Identify appropriate and friendly greetings to use when answering customer telephone calls

Learning Outcome	Assessment Criteria
LO2 Know how to deal with customers calling on the telephone	2.1 State the importance of identifying the customer's needs
	2.2 State how to confirm customer needs
	2.3 Describe how to pass on calls from customers to appropriate colleagues when customer needs are outside their own authority
	2.4 State the importance of closing the call, thanking customers for their business or for information given

Learning Outcome	Assessment Criteria
LO3 Know how to deal with communication problems whilst on the telephone	3.1 State the types of communication problems that may occur
	3.2 Describe how to focus on the call and avoid distractions

CSP09 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP10 – Communicate effectively with customers

Unit reference number: M/601/6062

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner to understand that the way they communicate with customers affects the customer service experience.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the importance of speaking clearly to customers

LO2 Know the importance of listening actively to customers

LO3 Know the importance of using information from customers to contribute to good customer service

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP18 Positive communication with customers.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the importance of speaking clearly to customers	1.1 State why it is important to speak clearly to customers
	1.2 State how to speak clearly to customers about services or products
	1.3 List the information to include when answering questions from customers about services or products

Learning Outcome	Assessment Criteria
LO2 Know the importance of listening actively to customers	2.1 State how to give customers their full attention when listening to them
	2.2 State why it is important to listen to customers

Learning Outcome	Assessment Criteria
LO3 Know the importance of using information from customers to contribute to good customer service	3.1 Describe how to confirm with customers that details are correct
	3.2 State the importance of reacting quickly to what they have heard from customers
	3.3 List information they might hear from customers that should be passed to colleagues

CSP10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP11 – Effective relationships with customers and colleagues

Unit reference number: A/601/6064

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to appreciate the importance of relating effectively to customers and colleagues.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know how to relate effectively to customers

LO2 Know how to relate effectively to colleagues in a customer service team

LO3 Know the importance of positive body language when dealing with customers and colleagues

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP19 Contribute to effective customer service.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to relate effectively to customers	1.1 Identify methods of communication when dealing with customers
	1.2 Identify language to avoid because customers may consider it to be offensive
	1.3 Identify language to avoid because customers may consider it too familiar

Learning Outcome	Assessment Criteria
LO2 Know how to relate effectively to colleagues in a customer service team	2.1 State why friendliness and helpfulness are useful in customer service teamwork
	2.2 State how to help colleagues when doing routine customer service tasks
	2.3 State what help could be reasonably expected from colleagues when carrying out routine customer service tasks
	2.4 State what help colleagues could reasonably expect to be given when carrying out routine customer service tasks

Learning Outcome	Assessment Criteria
LO3 Know the importance of positive body language when dealing with customers and colleagues	3.1 State what is meant by positive body language
	3.2 State the importance of avoiding negative body language
	3.3 State why it is important to use eye contact and a smile when talking to customers and colleagues
	3.4 State why it is important to use and react to body language when dealing with customers and colleagues

CSP11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP12 – Introduction to customer service

Unit reference number: F/601/6065

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to understand customer service.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know basic customer service terms

LO2 Know the customer service process and its importance

LO3 Be able to learn from own experience of customer service

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP20 The customer service experience

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know basic customer service terms	1.1 Describe the differences between an external and an internal customer
	1.2 State how different services and products could relate to each other and assist in providing customer satisfaction
	1.3 Identify regularly used customer service terms

Learning Outcome	Assessment Criteria
LO2 Know the customer service process and its importance	2.1 Identify what is meant by customer expectations
	2.2 Identify what is meant by customer satisfaction
	2.3 State how customer satisfaction results from meeting customer expectations
	2.4 State the consequences if customer service does not meet customer expectations
	2.5 State why good customer service matters to organisations

Learning Outcome	Assessment Criteria
LO3 Be able to learn from own experience of customer service	3.1 Identify situations when they are a customer
	3.2 Describe what matters to them when they are a customer

CSP12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP13 – Working in a customer focused way

Unit reference number: L/601/6067

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to help the learner understand the importance of showing a polite and willing approach to customers and a positive attitude to customer service.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to show a polite and willing approach to customers

LO2 Know how to show consideration to customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP21 Work in a customer-friendly way.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to show a polite and willing approach to customers	1.1 State the importance of being positive and polite when dealing with customers
	1.2 State the importance of dealing with customers in an appropriate timescale
	1.3 Identify what they can do to show the customer they are willing and enthusiastic
	1.4 State how to show customers reliability

Learning Outcome	Assessment Criteria
LO2 Know how to show consideration to customers	2.1 State the importance of being considerate to customers
	2.2 Identify what impresses customers
	2.3 Identify what might annoy customers
	2.4 State how to put customers at ease
	2.5 State how to show respect to customers

CSP13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP14 – Create a good impression to customers

Unit reference number: R/601/6068

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner to show they can dress, present themselves and communicate in a way that gives customers the right impression.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to dress appropriately for a customer service job

LO2 Be able to demonstrate an appropriate appearance for a customer service job

LO3 Be able to relate effectively to customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP04, The importance of appearance and behaviour in customer service

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to dress appropriately for a customer service job	1.1 Describe appropriate dress requirements in different customer service jobs
	1.2 Identify inappropriate dress in different customer service jobs
	1.3 Dress in a way that meets customer expectations in a particular job

Learning Outcome	Assessment Criteria
LO2 Be able to demonstrate an appropriate appearance for a customer service job	2.1 State the importance of making a good first impression on customers
	2.2 Identify personal appearance that may cause a negative reaction from customers
	2.3 Present self in a way that makes a positive impression on customers

Learning Outcome	Assessment Criteria
LO3 Be able to relate effectively to customers	3.1 Describe methods of communicating with customers
	3.2 Describe why offensive language should be avoided when dealing with customers
	3.3 Use appropriate methods of communication when dealing with customers

CSP14 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP15 – Deal with queries and requests

Unit reference number: H/601/6074

Level: 1

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

The unit is about helping the learner to gain knowledge of the products and services and use that knowledge when dealing with customer queries and requests.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the services and products of a section or department

LO2 Know the customer's interests about the services and products of a section or department

LO3 Be able to clarify customer queries or requests

LO4 Be able to deal with queries or requests from customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP06 Understand how to deal with queries and requests.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the services and products of a section or department	1.1 Describe the services and products of a selected section or department
	1.2 List the key features and benefits to customers of the services and products of a selected section or department

Learning Outcome	Assessment Criteria
LO2 Know the customer's interests about the services and products of a section or department	2.1 Describe the features and benefits of services and products that most interest customers
	2.2 Identify questions that customers frequently ask about services and products and the preferred answers to those questions

Learning Outcome	Assessment Criteria
LO3 Be able to clarify customer queries or requests	3.1 Listen closely to questions and responses from customers
	3.2 Clarify queries and requests from customers

Learning Outcome	Assessment Criteria
LO4 Be able to deal with queries or requests from customers	4.1 Deal with a query or request in a positive way
	4.2 Seek information or support if the query or request is outside of their own knowledge or authority

CSP15 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP16 – Record and communicate customer problems

Unit reference number: K/601/6075

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner to collect detailed information from a customer when there is a customer problem and communicate it accordingly.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to collect detailed information from a customer with a problem

LO2 Be able to record information about a customer problem

LO3 Be able to communicate a customer problem to a colleague and a customer

Unit content

Evidence requirements

[Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP07 Communicate customers' problems with others.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to collect detailed information from a customer with a problem	1.1 Question a customer to collect detailed information about a problem
	1.2 Check why the customer believes that their expectations are not being met

Learning Outcome	Assessment Criteria
LO2 Be able to record detailed information about a customer problem	2.1 Keep a record of details about a customer service problem
	2.2 Confirm the accuracy of the record of a customer problem with the customer

Learning Outcome	Assessment Criteria
LO3 Be able to communicate a customer problem to a colleague and a customer	3.1 Select information about the customer and the problem that is sufficient for a colleague to understand it
	3.2 Inform a colleague about the customer problem
	3.3 Give the customer information about the steps being taken to deal with the problem

CSP16 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP17 – Answer telephone calls from customers

Unit reference number: T/601/6077

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to help the learner to understand how to deal with incoming telephone calls.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to greet customers calling on the telephone

LO2 Be able to deal with incoming customer telephone calls

LO3 Be able to respond to requests from customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP09 Handling telephone calls from customers.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to greet customers calling on the telephone	1.1 Explain why an appropriate greeting is needed for customers
	1.2 Use the appropriate greeting when answering customer calls

Learning Outcome	Assessment Criteria
LO2 Be able to deal with incoming customer telephone calls	2.1 Use questions to clarify customer wishes and needs during telephone calls
	2.2 Deal with the customer's requests within the limits of own authority
	2.3 Pass on calls from customers to appropriate colleagues when customer needs are outside their own authority

Learning Outcome	Assessment Criteria
LO3 Be able to respond to requests from customers	3.1 Exchange information with customers over the telephone
	3.2 Summarise information from customers to check they have heard requests correctly

CSP17 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP18 – Positive communication with customers

Unit reference number: A/601/6078

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to understand that the way they communicate makes for a positive customer service experience.

Learning outcomes

There are three outcomes to this unit. The learner will:

- LO1 Be able to hold conversations with customers
- LO2 Be able to respond to requests from customers
- LO3 Be able to use body language when dealing with customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP10 Communicate effectively with customers

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to hold conversations with customers	1.1 Use questions to develop a customer conversation
	1.2 Describe how to listen actively to customers
	1.3 Listen actively to customers
	1.4 close a conversation with a customer

Learning Outcome	Assessment Criteria
LO2 Be able to respond to requests from customers	2.1 Exchange information with customers in a conversation
	2.2 Summarise information from customers to check they have heard requests correctly
	2.3 Pass information from customers to colleagues

Learning Outcome	Assessment Criteria
LO3 Be able to use body language when dealing with customers	3.1 Identify types of body language that affect customers positively
	3.2 Identify types of body language that affect customers negatively
	3.3 Use positive body language when dealing with customers

CSP18 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP19 – Contribute to effective customer service

Unit reference number: F/601/6079

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to understand the factors that contribute to effective customer service.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know customer service terms and language

LO2 Know what contributes to good customer service in an organisation

LO3 Be able to work effectively with colleagues in a customer service team

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP11 Introduction to customer service

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know customer service terms and language	1.1 Define key customer service terms and language
	1.2 Describe the connections between customer service, customer expectations and customer satisfaction

Learning Outcome	Assessment Criteria
LO2 Know what contributes to good customer service in an organisation	2.1 Describe how company procedures contribute to good customer service
	2.2 Describe how good teamwork contributes to good customer service
	2.3 Describe the main points in a customer service process that influence customer satisfaction

Learning Outcome	Assessment Criteria
LO3 Be able to work effectively with colleagues in a customer service team	3.1 Describe why friendliness and helpfulness are useful in customer service teamwork
	3.2 Describe the importance of not distracting colleagues when dealing with customers
	3.3 Identify what leads to effective team work
	3.4 Work effectively within a team when carrying out routine customer service tasks

CSP19 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator



Unit Handbook

CSP20 – The customer service experience

Unit reference number: T/601/6080

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit is about helping the learner to understand the customer service model by relating it to personal experience.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about the customer service experience

LO2 Know how customer satisfaction is achieved

LO3 Be able to demonstrate a positive attitude when dealing with customers

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP12 Introduction to customer service.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the customer service experience	1.1 Describe customer service situations
	1.2 Describe steps in a customer service process
	1.3 Describe the feelings of being a customer at different stages of the customer service process

Learning Outcome	Assessment Criteria
LO2 Know how customer satisfaction is achieved	2.1 Describe the link between customer expectations and customer satisfaction
	2.2 Describe service delivery that provides customer satisfaction
	2.3 Describe customer service that does not meet customer expectations and the reasons why

Learning Outcome	Assessment Criteria
LO3 Be able to demonstrate a positive attitude when dealing with customers	3.1 Demonstrate willingness when dealing with customers
	3.2 Speak clearly to customers and put them at their ease in different situations
	3.3 Recognise customer feelings and establish a rapport with them
	3.4 Show respect to customers
	3.5 Show reliability to customers

CSP20 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSP21 – Work in a customer-friendly way

Unit reference number: A/601/6081

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

This unit is about the learner being able to demonstrate that they can work in a polite and friendly manner with customers in a number of different situations.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to demonstrate a polite and willing approach to customers

LO2 Be able to interact with customers in different situations

LO3 Be able to demonstrate consideration for customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. A separate guide for tutor/assessors is available on our web-site.

Assessment guidance

This unit **cannot** be taken together with unit CSP13 Working in a customer focused way.

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

This unit is linked to units within the Level 1 NVQ in Customer Service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Council for Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to demonstrate a polite and willing approach to customers	1.1 Show good manners when dealing with customers
	1.2 Greet customers politely and confidently
	1.3 Deal with customers within an appropriate timescale
	1.4 Respond willingly to customer requests
	1.5 Work in a way that shows customers they are willing and enthusiastic

Learning Outcome	Assessment Criteria
LO2 Be able to interact with customers in different situations	2.1 Recognise when a customer wants or needs attention
	2.2 Respond when a customer wants or needs attention

Learning Outcome	Assessment Criteria
LO3 Be able to demonstrate consideration for customer	3.1 Describe what might impress or annoy customers when carrying out routine customer service tasks
	3.2 Carry out routine customer service tasks in a way that shows consideration to customers
	3.3 Focus on customers and avoid distractions
	3.4 Thank customers for their business or for information given

CSP21 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

CSC01 Document History

Version	Issue Date	Changes	Role
v2	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator